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THIRTY-FIFTH ANNUAL
SCHOOL REPORT
WILMINGTON, DELAWARE

NINETEEN HUNDRED SIX



DEPARTMENT OF
EDUCATION
RECEIVED

DEC 6 - 1909

LELAND STANFORD
JUNIOR UNIVERSITY



THE HIGH SCHOOL.

ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
OF THE
CITY OF WILMINGTON
1905-'06



THE JOHN M. ROGERS PRESS
WILMINGTON, DEL.
1907

BOARD OF PUBLIC EDUCATION.

EVAN G. SHORTLIDGE, M. D., *President.*

First Ward, THOMAS O. COOPER, M. D.

Second Ward, JOHN C. KERSEY.

Third Ward, JAMES D. CARTER.

Fourth Ward, H. G. BUCKMASTER, M. D.

Fifth Ward, ROBERT W. TADMAN,

Sixth Ward, WILLIAM J. MCKINNEY.

Seventh Ward, JOHN PALMER, M. D.

Eighth Ward, WILLIAM J. BURTON.

Ninth Ward, SAMUEL H. BAYNARD.

Tenth Ward, THOMAS F. O'DONNELL.

Eleventh Ward, THOMAS J. SULLIVAN.

Twelfth Ward, WILLIAM OSCAR BROWN.

OFFICERS OF THE BOARD.

President—EVAN G. SHORTLIDGE, M. D.

Secretary—HARRY J. GUTHRIE.

Superintendent of Schools—GEO. W. TWITMYER.

Asst. Supt. of Schools—MARY C. I. WILLIAMS.

Secretary to Superintendent—KATE CORBIT.

Supervisor of School Property—WILLIAM A. CRONEY.

The Stated Meetings of the Board are held on the second and fourth Monday evenings of every month.

The office of the Superintendent is in the High School, Delaware avenue. Office hours: from 4 to 5 o'clock in the afternoon of school days.

The office of the Secretary is in the Board Room, 10 East Sixth Street. Office hours: daily from 9 a. m. to 1 p. m., and from 2 to 5 p. m. on Thursday.

STANDING COMMITTEES.

The President of the Board is Ex-Officio a Member of all
Standing Committees with vote in case of tie.

EXECUTIVE COMMITTEE.

THOMAS O. COOPER, M. D., *Chairman of Teachers.*

JOHN PALMER, M. D., *Chairman of Books.*

WILLIAM J. BURTON, *Chairman of Manual Training.*

WILLIAM J. MCKINNEY, *Chairman of Printing.*

LAW AND FINANCE COMMITTEE.

SAMUEL H. BAYNARD, *Chairman of Finance and Rules.*

HARRY G. BUCKMASTER, M. D. *Chairman of Health.*

JOHN C. KERSEY, *Chairman of Insurance.*

ROBERT W. TADMAN, *Chairman of Accounts.*

PROPERTY COMMITTEE.

JAMES D. CARTER, *Chairman of Fuel, Heat and Ventilation.*

WILLIAM O. BROWN, *Chairman of New Buildings.*

THOMAS F. O'DONNELL, *Chairman of Repairs.*

THOMAS J. SULLIVAN, *Chairman of Evening Schools.*

PRESIDENT'S REPORT.

To the Board of Education:

GENTLEMEN: At the organization of the Board of Education, July 1, 1905, under the Act of the General Assembly of the State of Delaware, passed March 22, 1905, as President of the Board I felt it my plain duty to call your attention to certain principles which should govern this body in the transaction of the business of the Board and in the administration of the schools; what I said then is quite as pertinent now. As a basis for a few observations on the results of our year's administration and on the scope and limitations of the Board's powers I think it proper to include my address, in this report.

Upon assuming the responsibilities of the presidency of the Board of Education of the City of Wilmington under the new charter, I believe it to be my duty to call your attention, very briefly, to a few well established principles of school administration which if observed in our organization will go far toward advancing our schools to a higher degree of excellence, and toward putting all phases of our administration on an economic business basis, creditable alike to the intelligence and patriotism of our city:

"The new charter granted to the city by the last General Assembly of our state is the direct result of a very general dissatisfaction with the management of the schools by the Board of Education now out of existence; they suffered both in their conduct and in public esteem. The new charter it is believed, is a great advance on the one lapsed, but it is deficient in many particulars, ignoring the practical experience had in the administration of school affairs in other parts of the country, leaving to the Board almost wholly autonomous power in its administration; it does not definitely fix responsibility on officers elected by the Board, but permits it to delegate duties and responsibilities to them as it may see fit. Herein lies danger; there may be divided duties hence divided responsibility, and consequent lack of accountability. It therefore is incumbent upon us to effect our organization of the Board so that the public school interests of this city may in no way at any time be jeopardized by political barter, as personal ends or other selfish purposes; it is incumbent upon us as members of this Board, individually and collectively, to act solely upon motives arising out of considerations that make for the interests

of public education. The labors and services to be rendered by us I am sure, offer scope and opportunity for the exercise of the highest qualities of citizenship and business integrity.

The principles which should govern the administration of modern school affairs I conceive to be the following, viz:

1. There should be economy but not parsimony in the expenditure of money for public school purposes.

It will be necessary to improve our school system from time to time, and to maintain it at a high standard of efficiency; we must build and repair school houses, provide the necessary books and supplies; we must demand trained teachers, and we must pay them higher salaries, we must employ competent supervisors and pay them adequately, but in all these affairs we should see to it that the city shall receive value for every dollar expended, and that there be not a dollar expended where there is no need for so doing. The same care and forethought that characterizes the successful business man's operations, should characterize all of ours. The limited revenues at our command make this principle imperative.

2. The administration of our schools should be entirely free from politics and political methods.

I mean by this that it should perform all of its duties intelligently and conscientiously, free from partisanship, prejudice and favoritism of all kinds, in the interests of all who have to do with the schools and for the general welfare and prosperity of all the people of the city.

3. The separation of administrative from executive and professional functions.

The Board of Education whilst having vested in it the absolute control and management of the school affairs of the city should delegate the actual conduct of the schools and all matters requiring expert knowledge on the professional side, to the superintendent, principals, supervisors and teachers, reserving to itself only the right of approval and disapproval. These experts should be given the largest liberty, should be heroically supported by the Board, and then held to the strictest accountability for results. The Board should confine itself to the business side of school administration. By examination of the rules and regulations of the old Board, adopted from time to time, for the government of our schools, it will be observed that but

little power or freedom for initiative, has ever been given to the superintendent or to principals. The rules are practically those adopted for the guidance of the committees when we had no superintendent, and these committees have assumed professional and executive duties for which they were not well fitted, and have frequently done badly, what could easily have been done well, by the paid head of the schools, and have often been the means of complexing very simple matters, thereby obstructing progress. In my judgment a great step forward will have been taken, when we have secured a concentration of power and responsibility in the heads of the several departments of school work. In the actual administration of the work of instruction the Board of Education should be a legislative, and not an executive body. Executive work should be delegated to paid experts. In this way there need be no meddling with executive functions, and the members of the Board would rightfully be relieved of a great deal of labor which is now imposed upon them.

4. The application of civil service rules in the appointment of teachers and other employes.

Some scheme should be devised whereby an eligible list of teachers may be prepared, from which appointments shall be made on the basis of merit in which training, experience, skill and efficiency shall be the criteria. When teachers are appointed from an eligible list, each one will be placed on her individual merits, and will have a motive for doing her best, and an incentive, in a maximum salary to be attained, regardless of her neighbor, who may or may not be ambitious to rise in her work. In the appointment of teachers it should not be a question of whose "turn next" it is, but wholly a question of fitness. It is a crime against children to employ inferior or unsuccessful teachers on any pretext whatever. Undoubtedly preference should be given to properly qualified resident teachers, but we should see to it, at all times, that none but qualified teachers shall be employed in our schools. No matter how wisely we may plan or how carefully we may conduct the business of the schools, if we fail in the employment of properly qualified teachers, we shall fail radically, fundamentally in our highest and most sacred duty.

Other employes, laborers, janitors, engineers, mechanics, contractors, supervisors, etc., should be employed with the same scrupulous care, that thoughtful business men would exercise in

the conduct of their affairs. Pulls, favoritism, nepotism, political or partisan considerations, etc., should be entirely eliminated in all of our administrative functions. The oath of office is an efficient protection to the well disposed members of the Board. An honest man has no excuse for yielding to personal considerations, and solicitations, political or partisan, when his oath of office is taken for the purpose of controlling him to the contrary.

The public schools of our city are intrusted to us, and our greatest achievement will be to manage them economically, to improve their efficiency so as to meet the expectation of our fellow citizens, which is that every child shall have an opportunity to develop the best there is in him and to become a responsible human being.

In our Board there are men representing different ranks of life, occupations and political parties, but we are here for a common purpose and whilst I anticipate and invite the greatest freedom of expression and independence of opinion, I am sure that all difference of feeling of the individual members will be subordinated to the unanimous desire to serve the schools to the best of their ability."

The new charter already referred to reduced the number of members of the Board from twenty-four to thirteen. One member is elected from each of the twelve wards, and the President is elected at large. At the organization of the Board, three regular standing committees, composed of four members each were appointed, namely, The Executive Committee, The Law and Finance Committee and The Property Committee. To the first committee was assigned all matters pertaining to Teachers, Text-books, Manual Training and Printing; to the second committee, the consideration of Finance and Rules, Health, Insurance and Accounts and to the third committee the care of New Buildings, Repairs, Evening Schools, and Fuel, Heating and Ventilation.

Only two members of the new Board had no previous experience in educational affairs in this city; the committees were therefore enabled to enter upon their duties intelligently and whilst mistakes incident to the new order were inevitable nevertheless the year's work in the schools and the financial condition of the Board make a satisfactory showing when compared with former years. For the actual work accomplished in instruction and education you are referred to the report of the Superintendent

of Schools and the several supervisory officers. For purposes of easy comparison on the financial side of the year's administration I herewith present brief abstracts of the Statements of the Secretary and Treasurer of the Board covering a period of five years from 1902 to and including 1906.

FINANCIAL ABSTRACT.

1902.

\$12,316.60	Property No. 708 Delaware Avenue, . . .	\$237,933.31	Total Ex.
10,000.00	Part of Principal Mortgage on H. S., . . .	29,079.55	
6,727.78	Interest on Cert. of Indebtedness & Mortg. .	\$208,853.76	Gen. Ex.
35.17	Balance Fund for New Buildings,	134,065.33	Teachers.
<u>\$29,079.55</u>		<u>\$ 74,788.43</u>	Cur. Ex.

1903.

\$15,000.00	Principal Certificate of Indebtedness, . .	\$234,680.30	Total Ex.
6,200.00	Interest on Mortg. & Cert. Indebtedness, .	21,235.17	
35.17	Balance Fund for New Buildings,	\$213,445.13	Gen. Ex.
<u>\$21,235.17</u>		<u>139,866.57</u>	Teachers.
		<u>\$ 73,578.56</u>	Cur. Ex.

1904.

\$15,000.00	Principal Cert. of Indebtedness,	\$238,382.95	Total Ex.
\$ 5,600.00	Interest on Mortg. and Cert. Indebtedness,	34,147.76	
13,512.59	Balance Fund for Current Expenses, . . .	\$204,235.19	Gen. Ex.
35.17	" " " New Buildings,	139,197.94	Teachers.
<u>\$34,147.76</u>		<u>\$ 65,037.25</u>	Cur. Ex.

1905.

\$15,000.00	Principal Cert. of Indebtedness,	\$252,850.50	Total Ex.
5,000.00	Interest on Mortg. and Certificates, . . .	20,551.89	
535.17	Balance Fund for New Buildings,	\$232,298.61	Gen. Ex.
16.72	" " " Current Expenses,	147,952.38	Teachers.
<u>\$20,551.89</u>		<u>\$ 84,346.23</u>	Cur. Ex.

1906.

\$15,000.00	Principal Cert. of Indebtedness,	\$261,174.88	Total Ex.
4,400.00	Interest on Mortg. and Certificates,	41,291.99	
2,016.04	Amount Paid on New Buildings & etc.,	\$219,882.89	Gen. Ex.
19,853.80	Balance Fund for New Buildings,	154,192.36	Teachers.
22.15	“ “ “ Current Expenses,	\$ 65,690.53	Cur. Ex.
<u>\$41,291.99</u>			

NO. TEACHERS.	YEAR.	SALARIES.
281	1902	\$134,065.33
285	1903	139,866.57
283	1904	*139,197.94
292	1905	*147,958.38
295	1906	*154,192.36

*Supervisor of Drawing not Employed.

These abstracts show that the expenses for public education, for all purposes, were \$23,241.57 greater in 1906 than in 1902; that the current expenses in 1906 were \$9,097.90 less than in 1902 and that the sum paid to teachers for salaries was \$20,127.03 greater in 1906 than in 1902. They also show that there were employed in 1902 two-hundred and eighty-one teachers; in 1906 two-hundred-ninety-five, an increase of fourteen.

By a careful examination of these abstracts, and the itemized statement of receipts and expenditures of the Board, it will be seen that a reasonable degree of care and economy have been exercised in its transactions; that the two chief elements of increased expense have been for the payment of new buildings, permanent improvements and teachers' salaries. The expenditure for fuel, supplies and other current expenses was about the same as in former years.

Along the line of new buildings, repairs and teachers' salaries our expenses in the coming years will be increasingly larger for the reason that new buildings or extension to old ones must be built to provide for the accommodation of the increasing population brought to this city by our growing industrial enterprises and commercial interests; secondly, many of our buildings whilst substantially built at the time of their erection are becoming old and will require constant repairs to keep them in order so

as to insure the comfort and well-being of teachers and children. The heating apparatus in a number of the buildings is old, worn out or entirely inadequate for present purposes, and lastly in justice to our teachers, most of whom have long been underpaid, we should give them an immediate increase in their salaries. We cannot long hope to keep the best teachers or even good ones in our schools if we fail to remunerate them properly for their services. They are rendering to this city a service of the highest quality, a proper recognition of which we cannot longer neglect without suffering business, industrial, social and moral deterioration. The teachers have recognized our financial condition and have been patient, but the time is at hand when in answer to justice and their insistent demands, the Board will not only be required to adjust salaries, but also to provide for a scale of increasing salaries. Facing these facts as we must and to make provision for meeting them, we shall have to adhere to the strictest economy in our general expenses, and if possible secure larger appropriations for carrying on the work committed to our hands. To have good schools we must have good materials, good buildings, good teachers and good supervision, all of these cost more than poor materials, poor buildings, poor teachers and poor supervision, but they are incomparably cheaper in the end. This city can not afford to lag behind other progressive cities in its educational work.

The Board should at an early date devise and adopt some reasonable plan or scheme for the classification of our teachers, whereby it may be possible for any growing, progressive teacher to approach a maximum salary wholly on the basis of individual merit and efficiency in work without any reference whatever to grades or relation to other teachers on the corps. Such a plan wisely administered, however difficult it might be to put into operation, would place a worthy incentive before each teacher to do her best and at the same time assure her of the fullest reward for her labor. It would also in a short time eliminate much, if not all of the dissatisfaction that now prevails, because of differences of salaries paid in the same grades and in the several grades. Whatever plan may be adopted it should also make provision for the positive annual deterioration through the advancing age and physical weakness of those teachers who have long been in the service of the Board.

In this connection I wish again to urge the reasonableness of separating clearly by rule and in practice the business from the administrative side of our school affairs; the powers of the Board within the provisions of its charter are absolutely unlimited, but for the best interests of all concerned, the powers and duties of the several committees of the Board, of the Supervisor of Property and of the Superintendent of Schools should be so clearly defined that there can be no overlapping of functions and waste of time and energy. The business side of school affairs in my judgment should be conducted on business principles, and the professional side should be administered by those employed specifically for that purpose, and they should be hampered in no way by non-expert intervention; of course it should be understood that all action by committees, superintendents and supervisors should be subject to review, to the approval or disapproval of the Board.

The suggestions and recommendations of the Superintendent on the establishment of special classes for backward pupils, medical inspection, elementary manual training in the lower grades, and vacation schools are worthy of our most careful consideration and should be made a part of our system as soon as the resources of the Board shall warrant such action.

Our schools have had the confidence of our people in the past; they are gradually improving and it should be our earnest endeavor to place them abreast with the most efficient in the land. To us is committed the most sacred trust in our city, and only as we serve faithfully the interests of the children can we hope to have the continued approval and support of a generous public.

I desire in closing this report to thank the citizens of this city for the confidence reposed in me, in my election as President of the Board of Public Education, and the members of the Board for courtesies and support.

Respectfully submitted,
EVAN G. SHORTLIDGE,
President.

TREASURER'S ANNUAL REPORT FOR

SCHOOLS.	SUPPLIES.	MANUAL TRAINING.	NEW BUILDINGS.	FURN.
Wilmington High School,		\$ 800 37		\$ 100
Public School No. 1,				110
" " " 2,				92
" " " 3,				111
" " " 4,				77
" " " 5,				102
" " " 6,				38
" " " 7,				35
" " " 8,				90
" " " 9,				75
" " " 10,				70
" " " 11,				171
" " " 12,				18
" " " 13,				31
" " " 14,				74
" " " 15,				41
" " " 16,		237 79		32
" " " 17,				25
" " " 18,				
" " " 19,				39
" " " 20,				16
" " " 21,				112
" " " 22,				6
" " " 23,				
" " " 24,				60
" " " 25,				17
" " " 26,				18
" " " 27,				9
" " " 28,		6 05		77
Evening Schools,				227
Supervisor of Music,				
Sewing Department,	\$154 69			
Superintendent's Department,				
Secretary,				
Supervisor,	130 59			
Board Room,				8 2
Wilmington Institute,				
Shipley School Special,				
New Building No. 23,			\$2,016 04	
Miscellaneous,				40 6
Totals,	\$285 28	\$1,044 21	\$2,016 04	\$1,854 8

RECEIPTS.

To Balance July 1st, 1905, Fund for New Buildings,	\$ 535 17
" " " " Fund for Current Expenses,	16 72
" Appropriation from City Council for New Buildings,	20,000 00
" " " " " for Current Expenses,	182,299 31
" Dividend, State School Fund, from State Treasurer,	35,310 00
" Amount received, Tuition non-resident pupils,	1,951 25
" " " " on deposits, Union National Bank,	511 86
" Proceeds of Note from Union National Bank,	20,000 00
" Amount received, Rent of house, 708 Delaware avenue,	373 85
" " " " Sale of Manual Training, High School,	36 98
" " " " " " School No. 16,	60 73
" " " " " Sewing lessons,	28 46
" " " " " Lost and defaced books,	28 56
" " " " " returned, Teachers' Institute,	20 97
" " " " " Overpaid salary,	1 02
	\$281,174 88

Audited and found correct to July 1st, 1906.

GEORGE H. DICK,

Auditor of Accounts.

R THE YEAR ENDING JUNE 30th, 1906.

TURE.	SALARIES.	BOOKS AND STATIONERY.	FUEL.	REPAIRS.	MISCELLANEOUS.	TOTALS.
0 68	\$ 27,627 60	\$1,974 64	\$ 1,598 38	\$1,078 02	\$ 2,144 10	\$ 35,323 79
0 40	9,124 88	711 78	353 26	334 88	125 30	10,760 50
2 30	3,459 48	119 59	194 71	165 55	36 00	3,997 63
1 59	4,221 57	107 11	344 11	431 47	71 78	5,287 63
7 51	7,337 31	254 96	488 37	217 69	131 29	8,507 13
2 62	4,255 67	194 33	240 07	571 11	64 80	5,428 60
8 85	3,502 25	204 57	242 32	438 77	102 00	4,528 76
6 66	3,453 80	76 20	261 12	139 96	45 60	4,013 34
0 66	3,895 03	142 95	334 54	462 48	28 60	4,954 26
5 00	7,822 93	524 25	492 28	301 38	188 00	9,403 84
0 73	4,322 90	132 44	334 13	562 89	31 35	5,454 44
1 39	3,079 47	103 28	386 62	230 60	48 00	4,019 36
8 35	4,298 85	216 27	339 94	231 73	66 00	5,171 14
1 00	4,628 24	205 03	444 12	132 06		5,440 45
4 81	4,314 78	320 05	379 37	246 58		5,335 69
1 80	4,339 36	162 80	358 89	288 45	24 00	5,215 30
2 00	14,771 31	745 81	462 13	387 35	203 23	16,839 62
5 50	3,510 04	127 91	349 67	275 35	33 60	4,322 07
	1,055 45	39 42	108 89	65 54		1,269 30
9 99	4,333 53	186 49	400 24	582 06	96 00	5,638 31
6 50	4,153 79	159 44	446 22	213 96	85 00	5,073 91
2 43	2,977 56	116 91	311 79	123 54		3,642 23
6 00	470 00	49 31	78 22	40 86	264 00	908 39
	1,788 24	111 63	124 27	36 55	7 60	2,068 29
0 35	8,487 59	402 21	512 04	423 19	13 50	9,888 88
7 60	3,106 08	136 29	310 16	71 90		3,642 03
8 00	1,963 55	21 58	290 28	558 69	63 60	2,915 70
9 00	2,561 05	77 88	298 35	21 96	48 00	3,016 24
7 00	10,372 92	286 04	368 56	798 34	57 00	11,965 91
7 23	2,992 50	271 21		15 78	170 04	3,676 76
	1,000 00	133 10				1,133 10
	3,123 53	25 40				3,303 62
	4,200 08	214 77			87 45	4,502 30
	1,083 42					1,083 42
	432 50				8 00	571 09
8 24	152 09	171 75	41 00	31 92	103 43	508 43
					8,979 41	8,979 41
	545 50	16 81		7 85	57 40	627 56
						2,016 04
0 68		7 86	243 21	41 31	20,531 50	20,864 56
4 87	\$172,764 85	\$8,752 07	\$11,137 26	\$9,529 77	\$33,914 58	\$241,298 93

EXPENDITURES.

By Amount paid salaries, Teachers,	\$154,192 36
" " " Officers and Janitors,	18,572 49
" " " for Books and Stationery,	8,752 07
" " " Furniture,	1,854 87
" " " Fuel,	11,137 26
" " " Repairs,	9,529 77
" " " Manual Training supplies,	1,044 21
" " " Supplies for Supervisor and Sewing Dep't,	285 28
" " " Principal, Certificates of Indebtedness,	15,000 00
" " " Interest on Mortgage and Certificates,	4,400 00
" " " Wilmington Institute Free Library,	8,979 41
" " " on New Building, etc.,	2,016 04
" " " Miscellaneous,	5,535 17
" Balance, June 30th, 1906, Fund for New Buildings,	19,853 80
" " " Current Expenses,	22 15
	\$261,174 88

Outstanding Certificates of Indebtedness,	\$90,000 00
" Mortgage on High School Property,	10,000 00
" School Building Bond,	20,000 00

HARRY J. GUTHRIE, *Secretary.*

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS.

To the Board of Education :

GENTLEMEN: Another mile-stone in the administration of our schools has been passed and in accordance with your rules prescribing the duties of the Superintendent, I have pleasure in presenting for your consideration my sixth Annual Report, the same being the thirty-fifth of the series of Annual Reports of the Superintendent of Schools of this city. The items and discussions contained in this report are for the school year ending June 30, 1906.

The statistical tables accompanying this report, together with the discussions of the several principals and supervisory officers indicate in a general way the operations of the schools and the problems which have been proposed for solution.

The statistical tables show:

1. The number of children to be educated, and how well they use the instrumentalities at their command.
2. The facilities provided as shown in the number and location of the schools, the number of class teachers, special teachers and supervisors.
3. The progressive movement of the children through the schools as shown by the number and ages of pupils in the several grades.

STATISTICS.

Total population of Wilmington according to the census	
of 1900,	76,508
Population in 1906,	85,493
Legal school age,	6 to 21
Number of school days in the year according to the rules	
of the Board,	196
Number of days the schools were taught,	191½
The first four days and the last eight days of the year the grammar and primary schools were closed at 12 o'clock.	

HOUSES, ROOMS AND SITTINGS.

Number of school houses in use,	29
Increase for the year,	0
Number of school rooms used for Day Schools,	240
Number of rooms used for High School Classes,	21
Number of rooms used for Grammar and Primary School Classes,	220
Number of school rooms not in use,	9
Number of sittings for study in all the Day Schools,	11,042

The rooms not in use were one in No. 8 ; one in No. 11 ;
three in No. 21 ; three in No. 25 ; one in No. 26.

SCHOOLS.

High School for boys and girls,	1
Grammar Schools,	4
Combined High, Grammar and Primary (colored),	1
Primary Schools,	23

TEACHERS.

Whole number of teachers in Day Schools,	295
Increase,	3
Male teachers in High School Classes,	10
Increase,	0
Female teachers of High School Classes,	23
Increase,	2
Male teachers in Grammar Department of High School, .	0
Increase,	0
Female teachers in Grammar Department of High School,	7
Decrease,	2
Female teachers in the Grammar and Primary Schools, .	255
Increase,	4

PUPILS.

Whole number of pupils enrolled during the year in the Day School,	11,194
Increase,	185
Average number belonging to the Day Schools,	9,153
Decrease,	6
Average daily attendance,	8,201
Decrease,	105

Whole number enrolled in High School Classes,	*921
Increase,	100
Average number belonging to High School Classes, . . .	*691
Increase,	41
Average daily attendance in the High School Classes, . .	*663
Increase,	36
Whole number enrolled in the Grammar and Primary Schools,	10,273
Increase,	85
Average number belonging to Grammar and Primary Schools,	8,462
Decrease,	47
Average daily attendance in the Grammar and Primary Schools,	7,538
Decrease,	141
Per cent. of attendance in all schools of the average num- ber belonging,	89.5
Per cent. of attendance in the High School Classes of the average number belonging,	95.9
Per cent. of attendance in the Grammar and Primary Schools of the average number belonging,	89.
Per cent. of attendance in all the schools of the whole number enrolled,	73.2
Per cent. of attendance in the High School Classes of the whole number enrolled,	71.9
Per cent. of attendance in the Grammar and Primary Schools of the whole number enrolled,	73.3

(*) This includes pupils in the High School Classes of Colored School No. 18.

COLORED SCHOOLS.

Schools No. 16, No. 18, No. 21, No. 22 and No. 26, are the schools for colored children. These are all taught by colored teachers. The statistics of these schools, which are as follows, are included in the summary already given :

Number of school houses in use,	5
Increase,	0
Number of school rooms used,	32

Number of rooms not used,	3
Number of sittings for study,	1,462
Whole number of teachers,	40
Increase,	1
Whole number of pupils enrolled,	1,437
Increase,	37
Average number belonging,	1,057
Increase,	25
Average daily attendance,	909
Increase,	0
Per cent. of attendance of the average number belonging,	85.9
Per cent. of attendance of the whole number enrolled, . .	63.2

TABLE SHOWING THE GROWTH OF THE CITY SCHOOL SYSTEM
DURING THE LAST THIRTY-FOUR YEARS.

FOR THE YEAR ENDING.	Number of school houses.	Number of sittings.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average attendance of pupils.	Number of teachers.
July 1, 1873,	15	4,502	5,920	3,650	3,555	82
July 1, 1874,	16	4,728	5,776	3,843	3,565	90
July 1, 1875,	17	4,932	6,033	3,813	3,505	98
July 1, 1876,	16	4,890	5,947	4,102	3,720	97
July 1, 1877,	18	5,364	6,687	4,582	4,158	106
July 1, 1878,	18	5,648	6,831	4,879	4,435	110
July 1, 1879,	18	5,648	6,802	4,915	4,387	112
July 1, 1880,	18	5,704	6,963	4,932	4,427	113
July 1, 1881,	19	5,864	7,065	5,101	4,385	116
July 1, 1882,	19	5,920	7,123	5,191	4,600	117
July 1, 1883,	20	6,713	7,675	5,823	5,197	132
July 1, 1884,	22	7,090	8,259	6,374	5,718	155
July 1, 1885,	23	7,228	8,718	6,663	5,974	161
July 1, 1886,	24	7,665	8,677	6,876	6,237	162
July 1, 1887,	24	7,640	8,814	6,813	6,170	167
July 1, 1888,	24	7,518	8,694	6,505	5,809	162
July 1, 1889,	25	7,952	8,994	6,880	6,233	168
July 1, 1890,	26	8,008	9,184	7,001	6,193	175
July 1, 1891,	27	8,816	9,568	7,266	6,491	187
July 1, 1892,	27	9,232	9,463	7,577	6,776	193
July 1, 1893,	25	9,448	9,622	7,767	6,903	199
July 1, 1894,	27	10,054	9,709	7,955	7,188	207
July 1, 1895,	27	10,076	9,764	8,024	7,318	208
July 1, 1896,	27	10,476	10,162	8,492	7,699	217
July 1, 1897,	28	10,816	10,749	8,916	8,104	226
July 1, 1898,	28	10,888	10,769	8,806	7,879	233
July 1, 1899,	29	11,086	11,005	8,984	8,082	245
July 1, 1900,	29	11,086	11,025	8,978	8,078	250
July 1, 1901,	29	10,862	11,019	9,406	8,476	270
July 1, 1902,	29	10,952	11,230	9,388	8,421	281
July 1, 1903,	29	11,028	11,304	9,229	8,183	285
July 1, 1904,	29	10,942	10,949	9,129	8,187	283
July 1, 1905,	29	11,080	11,009	9,159	8,306	292
July 1, 1906,	29	11,042	11,194	9,153	8,201	295

TABLE OF ESTIMATED VALUES OF SCHOOL PROPERTIES.

	Frontage of Lot.	Depth of Lot.	Value per front foot.	Value of Lot.	Value of Buildings.	Value of Furniture and Heating arrangements.	Total Value.	Heated by	Roofs.	Capacity of Schools
High School,	feet	feet				\$	\$			
School No. 1,	188	294	\$110 00	\$ 20,680 00	\$ 170,000 00	\$ 65,800 00*	\$ 256,480 00*	Fan system,	Slate,	1,280
School No. 2,	130	115	115 00	14,950 00	28,000 00	8,000 00	45,950 00	Steam,	Tin,	546
School No. 3,	70	100	100 00	7,500 00	12,000 00	2,720 00	22,220 00	Steam,	Tin,	320
School No. 4,	90	140	50 00	4,500 00	12,000 00	2,000 00	18,500 00	Steam,	Tin,	432
School No. 5,	100	165	100 00	10,000 00	22,000 00	3,500 00	35,500 00	Steam,	Tin,	544
School No. 6,	100	180	50 00	5,000 00	12,000 00	3,160 00	20,160 00	Steam,	Tin,	432
School No. 7,	70	115	100 00	7,000 00	10,000 00	1,200 00	18,200 00	Steam,	Tin,	324
School No. 8,	66	100	75 00	4,950 00	11,500 00	1,500 00	17,950 00	Steam,	Tin,	324
School No. 9,	75	120	80 00	6,000 00	13,000 00	1,600 00	20,600 00	Steam,	Slate,	432
School No. 10,	85	100	75 00	6,375 00	26,100 00	4,400 00	36,875 00	Steam,	Slate,	510
School No. 11,	100	120	50 00	5,000 00	12,900 00	2,300 00	20,200 00	Steam,	Tin,	432
School No. 12,	150	160	20 00	3,000 00	8,000 00	1,850 00	12,850 00	Steam,	Tin,	320
School No. 13,	103	170	40 00	4,120 00	13,000 00	2,100 00	19,220 00	Steam,	Tin,	432
School No. 14,	120	150	20 00	2,400 00	20,000 00	3,000 00	25,400 00	Steam,	Tin,	426
School No. 15,	100	100	25 00	2,500 00	13,500 00	1,400 00	17,400 00	Steam,	Tin,	426
School No. 16,	100	115	50 00	5,000 00	14,000 00	2,000 00	21,000 00	Steam,	Tin,	420
School No. 17,	95	125	30 00	2,850 00	28,000 00	2,938 00	33,788 00	Steam,	Slate,	856
School No. 18,	160	75	30 00	4,800 00	11,000 00	2,000 00	17,800 00	Steam,	Tin,	200
School No. 19,	60	100	10 00	600 00	4,500 00	500 00	5,600 00	Steam,	Tin,	108
School No. 20,	150	150	50 00	7,500 00	15,000 00	1,800 00	24,300 00	Steam,	Tin,	432
School No. 21,	140	160	50 00	5,000 00	16,500 00	3,100 00	24,600 00	Steam,	Tin,	432
School No. 22,	140	100	15 00	2,100 00	13,400 00	2,500 00	18,000 00	Smead's process,	Slate,	432
School No. 23,	130	100	18 00	2,080 00	1,000 00	400 00	3,480 00	Furnace,	Shingles,	140
School No. 24,	303	159	33 00	10,000 00	44,300 00	5,500 00	59,800 00	Steam,	Slate,	664
School No. 25,	187	100	16 00	2,992 00	20,000 00	4,000 00	26,992 00	Smead's process,	Slate,	420
School No. 26,	100	200	8 00	800 00	11,000 00	1,000 00	12,800 00	Smead's process,	Slate,	216
School No. 27,	106	170	20 00	2,120 00	10,000 00	1,700 00	13,820 00	Smead's process,	Slate,	210
School No. 28,	150	132	60 00	9,000 00	56,000 00	17,500 00	82,500 00	Steam,	Slate,	504
				\$158,817 00	\$628,700 00	\$ 144,468 00	\$ 931,985 00			12,214

*This includes Manual Training Building.

This table shows the total expenditures for current expenses of the day schools, and the entire cost per capita based on the total number of pupils enrolled, and also the entire cost per capita based on the average number attending.

YEAR.	Total Expenditures for Current Expenses.	Cost per capita based on total number enrolled.	Cost per capita based on average number attending.
1885-86,	\$ 90,833 04	\$10 47	\$13 20
1886-87,	106,700 00	12 11	15 66
1887-88,	94,412 92	10 86	14 51
1888-89,	100,019 96	11 12	14 53
1889-90,	114,213 64	12 44	16 31
1890-91,	120,176 83	12 61	16 61
1891-92,	127,337 12	13 45	16 80
1892-93,	128,262 43	13 33	18 58
1893-94,	133,272 36	13 73	18 24
1894-95,	135,256 93	13 84	18 48
1895-96,	136,105 96	13 30	17 68
1896-97,	148,828 88	13 84	18 26
1897-98,	156,848 77	14 75	20 16
1898-99,	166,558 82	15 13	20 61
1899-00,	168,002 29	15 24	20 80
1900-01,	173,620 65	15 76	20 48
1901-02,	207,194 40	18 45	24 60
1902-03,	207,050 38	18 32	25 30
1903-04,	190,726 76	17 42	23 30
1904-05,	223,096 51	20 26	26 86
1905-06,	210,903 48	18 84	25 72

This table shows the amount of money received by the Board for new buildings, and also the amount expended in the purchase of lots, the erection of new buildings, and in the enlargement of old buildings.

YEAR.	Received for New Buildings and Furniture.	Paid out for New Buildings and Furniture.
1885-86,	\$ 20,000 00	\$ 25,926 21
1886-87,	20,000 00	20,000 00
1887-88,	20,000 00	13,919 74
1888-89,	20,000 00	26,010 04
1889-90,	20,647 13	16,276 19
1890-91,	20,000 00	26,952 48
1891-92,	20,000 00	21,623 96
1892-93,	22,200 00	18,245 42
1893-94,	20,301 36	32,807 70
1894-95,	20,000 00	29,961 67
1895-96,	20,000 00	28,823 87
1896-97,	20,000 00	22,463 49
1897-98,	20,000 00	8,792 99
1898-99,	20,000 00	18,429 78
1899-00,	20,000 00	79,305 65
1900-01,	204,572 21	205,393 27
1901-02,	20,000 00	31,570 44
1902-03,	20,000 00	00,000 00
1903-04,	20,000 00	00,000 00
1904-05,	20,000 00	00,000 00
1905-06,	40,000 00	2,016 04

This table shows the school-tax rate, the amount of money received by the Board from the City Council, the amount received from the State, and the amount received from other sources, for the current expenses of the schools from 1885 to 1906.

YEAR.	Tax Rate.	Received from City Council.	Received from State Fund.	Received from other Sources.	Total Receipts.
1885-86, . .	3¼ mills	\$ 90,000 00	\$ 8,249 39	\$ 411 61	\$ 98,661 00
1886-87, . .	5 "	94,500 00	8,544 01	1,013 40	104,057 41
1887-88, . .	4½ "	99,225 00	8,608 17	540 00	108,373 17
1888-89, . .	4 "	95,000 00	9,764 15	1,028 54	105,792 69
1889-90, . .	4 "	99,750 00	9,464 79	1,924 43	111,139 22
1890-91, . .	4 "	104,300 00	10,676 49	2,624 77	117,607 26
1891-92, . .	4 "	109,477 09	11,975 36	1,496 74	122,949 19
1892-93, . .	4 "	112,750 00	13,000 00	3,189 75	128,939 75
1893-94, . .	4 "	113,197 50	20,866 73	927 75	134,991 98
1894-95, . .	4 "	121,231 85	17,638 46	311 03	139,181 24
1895-96, . .	4 "	127,551 84	17,307 28	6,229 13	151,088 25
1896-97, . .	4 "	133,929 54	15,596 96	1,573 27	151,099 77
1897-98, . .	4 "	140,626 01	24,456 96	3,765 80	168,848 57
1898-99, . .	4 "	147,657 31	21,943 67	11,499 95	181,100 93
1899-00, . .	4 "	155,040 17	20,817 06	21,846 04	197,793 27
1900-01, . .	4 "	162,792 17	22,515 75	4,368 16	189,676 08
1901-02, . .	5 "	170,931 78	24,134 00	4,367 17	199,432 95
1902-03, . .	5 "	179,478 37	25,547 50	4,255 42	209,281 29
1903-04, . .	5 "	179,478 36	35,565 75	3,303 67	218,347 78
1904-05, . .	5 "	179,478 36	36,163 05	3,661 33	219,302 74
1905-06, . .	5 "	182,299 31	35,310 00	3,013 68	220,622 99

TABLE SHOWING THE NUMBER BELONGING IN EACH GRADE
OF THE COLORED SCHOOLS IN FEBRUARY OF EACH YEAR.

	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.
PRIMARY.									
First Grade, .	178	147	135	172	114	165	124	220	190
Second " . .	118	100	120	92	171	85	93	62	103
Third " . .	108	132	142	35	109	104	102	79	74
Fourth " . .	127	126	114	153	87	86	84	85	70
Fifth " . .	88	79	119	114	77	86	79	109	72
Sixth " . .	47	65	83	43	105	76	82	30	67
Seventh " . .	95	88	73	110	71	68	82	81	75
Eighth " . .	61	49	57	87	54	81	61	62	52
Ninth " . .	65	55	56	66	88	58	55	67	70
Tenth " .	53	56	30	42	74	48	52	11	38
GRAMMAR.									
First Grade, .	30	40	63	41	28	59	63	94	58
Second " . .	29	30	20	32	33	37	35	33	44
Third " . .	24	23	17	29	32	20	33	45	37
Fourth " . .	19	11	13	20	23	22	21	22	32
Fifth " . .	9	12	18	10	18	20	14	19	17
Sixth " . .	19	14	8	15	16	12	12	8	8
HIGH SCHOOL.									
Junior B, . . .	15	8	9	10	11	16	11	7	16
" A, . . .	10	16	7	8	14	9	6	10	9
Middle B, . . .	8	7	13	7	7	6	11	5	5
" A, . . .	4	10	7	8	7	13	6	4	1
Senior B, . . .	2	5	5	5	5	5	5	11	5
" A, . . .	6	3	5	5	5	18	11	4	7

TABLE SHOWING THE NUMBER BELONGING IN EACH GRADE OF THE WHITE SCHOOLS IN FEBRUARY OF EACH YEAR.

	1898.			1899.			1900.			1901.			1902.			1903.			1904.			1905.			1906.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
PRIMARY.																											
First Grade,	797			879			910			906			493			530			510			483			548		
Second "	709			787			756			785			816			760			704			673			654		
Third "	567			608			609			588			602			475			495			497			486		
Fourth "	642			599			602			658			662			703			585			576			567		
Fifth "	567			548			568			495			555			632			471			501			509		
Sixth "	539			547			515			609			619			562			651			547			516		
Seventh "	494			565			559			553			568			521			588			550			573		
Eighth "	520			518			485			477			578			548			515			608			514		
Ninth "	485			472			428			491			524			531			517			538			531		
Tenth "	401			424			450			404			429			543			504			485			556		
GRAMMAR.																											
First Grade,	204	185	389	282	472		194	235	429	153	229	382	209	199	408	244	233	457	212	220	442	287	221	408	229	475	
Second "	171	134	305	179	140	319	201	181	382	197	227	424	177	183	360	207	182	389	240	266	506	196	223	429	229	410	
Third "	113	134	247	143	145	288	132	150	312	150	140	290	144	188	332	144	156	305	158	182	340	160	211	371	178	344	
Fourth "	133	129	262	98	141	229	107	118	225	132	158	290	164	181	345	130	171	301	163	182	321	202	173	377	171	344	
Fifth "	93	118	211	74	81	155	97	111	208	108	123	225	106	132	238	133	164	287	113	145	258	127	126	253	121	279	
Sixth "	85	102	187	83	115	198	59	85	144	73	90	163	104	124	228	106	86	192	105	80	185	135	108	243	109	224	
HIGH SCHOOL.																											
C Junior,	66	101	167	58	74	132	61	83	144	93	95	188	69	92	161	69	87	156	83	105	158	75	101	176	123	246	
B " "	52	72	124	45	66	111	42	66	108	45	75	120	55	74	129	22	22	40	62	53	126	61	66	127	68	120	
B Middle,	45	53	98	28	55	83	27	44	71	26	37	63	30	30	50	80	20	40	75	60	127	57	57	109	44	99	
A " "	22	33	55	22	41	63	27	43	65	26	42	68	28	47	75	25	23	54	19	25	44	14	25	49	30	72	
C Senior,	18	19	37	15	22	37	19	35	54	14	26	40	17	23	45	14	27	41	17	36	53	17	19	27	20	39	
B " "	9	21	30	16	18	34	17	31	48	16	32	48	20	38	58	25	32	57	18	24	42	8	19	27	13	23	
A " "																						9	8	19	20	39	

SEATS, DAYS OF SCHOOL, ATTENDANCE, TARDINESS AND CORPORAL PUNISHMENT IN EACH DAY SCHOOL.

WHITE SCHOOLS.	No. of seats at the end of the year.	No. of days of school.	No. of pupils enrolled during the year.	Largest average number belonging for any month.	Average number belonging.	Average attendance.	Average attendance of pupils to a teacher.	No. of cases of tardiness of pupils.	No. of cases of corporal punishment.	Average number of teachers.
High School, Grammar Department, . . .	747	191	870	737 Feb.	656	631	25	125	0	26
Grammar School, No. 1, . . .	210	191 1/4	573	256 Oct.	224	215	26	19	0	19
" " " 4, . . .	550	191 1/4	719	509 Sept.	486	438	27	116	0	81
" " " 24, . . .	542	190	674	501 Feb.	439	398	13	107	0	81
" " Department School, No. 28, . . .	606	191	820	584 Sept.	560	518	35	55	0	11
" " " 3, . . .	498	189	641	578 Sept.	350	324	29	181	0	51
" " " 5, . . .	252	189	311	228 Dec.	212	186	31	118	0	42
" " " 6, . . .	396	190	506	318 Jan.	308	270	31	116	0	42
" " " 7, . . .	386	191 1/4	395	284 Oct.	299	277	26	116	0	42
" " " 8, . . .	264	188	316	231 Oct.	215	188	26	116	0	42
" " " 9, . . .	280	189 1/4	325	203 Oct.	220	203	29	125	0	42
" " " 10, . . .	354	187 1/4	407	305 Sept.	280	255	31	164	0	42
" " " 11, . . .	384	189	544	428 Dec.	404	361	30	146	0	42
" " " 12, . . .	272	190	436	303 Oct.	308	275	31	168	0	42
" " " 13, . . .	384	191	495	187 Mar.	150	138	23	110	0	42
" " " 14, . . .	384	188 1/4	443	330 Sept.	392	318	34	118	0	42
" " " 15, . . .	384	189 1/4	397	290 Feb.	320	308	27	98	0	42
" " " 16, . . .	282	189 1/4	481	388 Dec.	244	243	27	62	0	42
" " " 17, . . .	384	189	393	287 Sept.	263	231	33	167	0	42
" " " 18, . . .	384	191 1/4	497	304 Dec.	262	235	34	181	0	42
" " " 19, . . .	384	191 1/4	458	306 Oct.	262	235	34	167	0	42
" " " 20, . . .	384	191 1/4	458	133 Jan.	128	108	26	83	0	42
" " " 21, . . .	146	180 1/4	312	216 Nov.	206	179	20	240	0	42
" " " 22, . . .	408	180	374	149 Nov.	133	123	25	42	0	42
" " " 23, . . .	334	188 1/4	403	321 Oct.	305	279	40	104	0	42
COLORED SCHOOLS.										
High, Grammar & Primary School, No. 16, . . .	724	190 1/4	875	775 Oct.	691	600	23	500	0	26
Primary School, No. 18, . . .	106	188 1/4	109	189 Oct.	70	61	21	162	1	2
" " " 21, . . .	380	186	295	188 Oct.	163	147	25	181	18	3
" " " 22, . . .	54	191 1/4	70	46 Sept.	27	31	31	41	3	1
" " " 23, . . .	216	191 1/4	148	101 Oct.	87	70	13	62	0	4
Department School, No. 28, . . .	11,042	188 1/4	13,346*	.....	9,153	8,201		3,953	80	284

*This includes 2,154 duplicate enrollments; the number of pupils enrolled in the schools was, therefore, 11,194.

THE WORK OF THE YEAR.

A school system is such a complicated structure, has in it so many interacting elements, many of which tend to the waste of time and the dissipation of energy, has in it so many factors intangible and illusive, eluding clear statement or reduction to percentages, that it is a very difficult matter to make a correct balance sheet at the close of the year. However, it is safe to say that the year was one of quiet progress toward better things in all lines of endeavor.

The effort of our teachers is toward the development of power—power to be and to do something worthy of being and doing. Non-essentials were in a measure eliminated from the several studies in the course, essentials were correlated and co-ordinated, methods of procedure were modified, simplified, and rationalized in accordance with well established principles of psychology and the laws of human development, so that in our schools, education is becoming a dynamic process instead of the mastery of a static regime. Teachers are making a closer study of bodily, physical, and mental conditions of the children, so that provision may be made for the healthy growth and development of the body, the prime factor of a sound mind. The children are given something to do; their thoughts are associated with their muscles; every idea has a motor aspect; the mind is the middle term between the senses and the muscles, and it functions for the purpose of guiding conduct. In connection with the regular lessons of the school the children are given abundant opportunity for expressional activity in games, in learning about flowers and birds, insects and animals, streams and woods and fields, in the use of the sand table, card-board construction, weaving, and in handling the saw, the knife, and the hammer.

Larger liberty was given to both teachers and children. School work did not go on perfectly, but sincerity of effort characterized everything that was done. Teachers and children worked together in harmony, and the new spirit which shines in their faces pervades all grades; the new attitude which has been developed promises greater things in the future. That our

schools are perfect, or as good as they might be, we do not believe; of this fact no one is more cognizant than those in charge of them, but that they are improving each year and serving better the interests of all classes of children is equally true.

PRINCIPALS' CONFERENCES.

Our semi-monthly Principals' Conferences were regularly held during the year. When the Conference was organized in 1901 the primary thought was the consideration of present administrative problems and their solution. Through them we have secured unity of aim and concert of action in all of our schools and many perplexing problems have been solved through the application of definite fundamental principles; the grounds of certain beliefs have been established or abandoned; convictions have been deepened or converted into positive knowledge and a sense of scientific certainty has been given to much of the work of supervision which hitherto was antiquated, customary, unscientific or tentative. The work of principals is gradually taking in a much wider scope of activity and teachers and children are accordingly responding most delightfully to the vitalizing influences of these larger ideals.

In the beginning of the year the principals were given two questions upon which they were to make a report during the year. The questions were: What in your opinion are the principal's highest function, chief duties, peculiar opportunities and special privileges? How can you best illustrate these several phases of your work in relation to the community, to the school system of the city, to your teachers and pupils?

In the discussion of these questions a very wide range of activity was indicated, covering such topics as: "The qualities and characteristics of the successful principal;" "relation to teachers;" "relation to parents and children;" "the management of teachers' meetings;" "class-room visitation;" "helping the weak sister;" "the true meaning of supervision;" "pedagogic equipoise;" "professional and cultural studies;" the narrow, petulant, small-visioned principal *versus* the broad, good-humored, large-visioned principal;" "why teachers grow or drift;" "frankness and moral cowardice in dealing with teachers;" "grooves, dry-rot, dead-lines and fads;" "enthusiasm, common sense and criticism;" etc., etc.,

Out of the various discussions I have made a Composite under the title of "*The principal's function*," given herewith, which reveals pretty clearly the attitude of our principals toward their work:

To know the course of study, what it should be and why, and to interpret it to her teachers. The course of study is a mode of thinking intended to develop the life processes of the community.

To know the capacity of the children so that she may assign work in proper proportions. In this lies the principal's opportunity of renewing and keeping renewed in herself a hopeful, undaunted, youthful heart and soul; of believing that all things are possible and that achievement is assured.

To comprehend the capacity of the inexperienced and a sympathy with inexperience; to struggle for betterment with the disheartening conditions of untoward homes.

To practically demonstrate principles and methods; to concrete principles; to keep in view the large outlook, the fundamental basis, the ultimate goal of all school work.

To gather what is fine and excellent everywhere and to distribute it among her teachers; to make the achievement of the few the possession of the many.

To care for the health of teachers; to care for the manners and morals of the children; to vitalize the work of her teachers.

To be patient, kind, sympathetic with parents, children and teachers; to be fair-minded and lead the way to better things.

To exemplify in her relations to teachers the spirit, quality and character she would have them exemplify in their relation to the children.

To guide, restrain and encourage by quick perception of eye and ear and sympathetic heart and to enter into hearty personal relations with teachers and pupils in all their work.

To know the course and trend of modern educational practice and to stimulate broadness of view and catholicity of spirit among teachers, so that they may become hospitable to all advanced ideas.

To be a concrete example to her teachers of mental sanity, energetic management, dignified personal conduct, and the spirit of patient helpfulness.

To be an exponent of all that is best and most helpful in human life, to the end that her life and service may establish visions and ideals for all with whom she may come in contact.

To be a leader in professional thought and skill for her teachers and to be an executive officer who worthily and sincerely represents the policy and ideals of the superintendent.

To develop the capacity of teachers and children to do things.

To be a leader educationally, administratively and a great force in inspiring in teachers the sense of achievement and realization of high and noble aims; to be a life force furnishing mental and spiritual food to growing teachers.

To make her school a life-giving force instead of a treadmill, and to keep it in tune and harmony with the great onward progressive spirit of the times.

RETARDATION AND PRECOCIOUS ADVANCEMENT OF PUPILS.

In the Annual Report for 1904-05, "Non-promotion and Child Study" were discussed at some length; the causes of mental and grade retardation were given as far as they could be determined without the aid of expert medical and psychological examination. Studies on this line were continued throughout the present year, and to put the results into concrete form as far as they can be tabulated, I herewith append three tables which show some interesting as well as astonishing facts—facts pregnant with meaning for the present and future well-being of a large contingent of our school children.

Table I shows the age and number of pupils in all of the schools, white and colored, in each year from the first to the twelfth inclusive. Table II shows the same facts relating to white children only, and Table III to colored children.

The first column shows the age of the children; the second, third, fourth, and subsequent columns show the number of children of the various ages in each grade. In table I the first year column shows that there are 558 children six years of age in the first year's course; 559 children seven years of age in the first year's course; it also shows nine children twelve years of age in the first year's course, and one twelve years of age in the ninth year of the course. The last example cited shows clearly both retarded and precocious advancement. From the foregoing the tables can easily be read.

TABLE I.

Showing age and number of children, white and colored, in each year of school-life from the First to the Twelfth Year.

AGES.	PRIMARY.					GRAMMAR.			HIGH SCHOOL.				TOTALS.
	1st Year.	2d Year.	3d Year.	4th Year.	5th Year.	6th Year.	7th Year.	8th Year.	9th Year.	10th Year.	11th Year.	12th Year.	
6	558	24	.	.	.	.	.	.	.	.	.	.	582
7	559	305	7	2	.	.	.	.	.	.	.	.	873
8	243	471	259	36	1	.	.	.	.	.	.	.	1,010
9	72	255	418	260	23	.	.	.	.	.	.	.	1,028
10	24	97	257	409	196	15	1	.	.	.	.	.	999
11	17	44	121	286	323	159	9	.	.	.	.	.	959
12	9	20	67	137	267	346	114	26	1	.	.	.	987
13	4	11	27	98	141	269	266	141	3	.	.	.	960
14	.	5	6	30	55	144	234	224	62	9	.	.	769
15	.	.	.	6	16	72	123	179	118	55	6	.	575
16	1	.	.	5	12	14	28	54	88	92	26	1	321
17	.	.	.	.	2	4	8	10	19	56	46	10	155
18	.	.	.	.	.	1	1	.	5	9	30	14	60
19	.	.	.	.	.	.	.	1	2	2	15	9	29
20	.	.	.	.	.	.	.	.	.	1	1	.	2
21	.	.	.	.	.	.	.	.	.	.	1	.	1
22	.	.	.	.	.	.	.	.	.	.	.	1	1
T'tls	1,487	1,232	1,162	1,269	1,036	1,024	784	635	298	224	125	35	9,311

TABLE II.

Showing age and number of white children in each year of school-life from the First to the Twelfth Year.

AGES.	PRIMARY.					GRAMMAR.			HIGH SCHOOL.				TOTALS.
	1st Year.	2d Year.	3d Year.	4th Year.	5th Year.	6th Year.	7th Year.	8th Year.	9th Year.	10th Year.	11th Year.	12th Year.	
6	467	20	.	.	.	.	.	.	.	.	.	.	487
7	485	288	7	1	.	.	.	.	.	.	.	.	781
8	180	446	242	33	1	.	.	.	.	.	.	.	902
9	37	204	391	245	22	.	.	.	.	.	.	.	899
10	10	73	227	391	189	11	.	.	.	.	.	.	901
11	6	27	96	257	313	147	9	.	.	.	.	.	855
12	3	9	47	117	255	318	107	25	.	.	.	.	881
13	1	2	10	74	123	236	255	138	2	.	.	.	841
14	.	1	.	16	47	118	220	217	60	9	.	.	688
15	.	.	.	2	8	49	106	176	117	54	6	.	518
16	.	.	.	1	2	8	20	46	82	88	26	1	274
17	.	.	.	.	.	2	3	5	16	53	41	10	130
18	.	.	.	.	.	1	1	.	3	8	26	14	53
19	.	.	.	.	.	.	.	.	.	2	10	9	21
20	.	.	.	.	.	.	.	.	.	1	1	.	2
21	.	.	.	.	.	.	.	.	.	.	.	.	.
22	.	.	.	.	.	.	.	.	.	.	.	1	1
T'tls	1,189	1,070	1,020	1,137	960	890	721	607	280	215	110	35	8,234

TABLE III.

Showing age and number of colored children in each year of school-life from the First to the Twelfth Year.

AGES.	PRIMARY.					GRAMMAR.			HIGH SCHOOL.				TOTALS.
	1st Year.	2d Year.	3d Year.	4th Year.	5th Year.	6th Year.	7th Year.	8th Year.	9th Year.	10th Year.	11th Year.	12th Year.	
6	91	4	..	..	..	..	..	..	..	..	..	..	95
7	74	17	..	1	..	..	..	..	..	..	..	..	92
8	63	25	17	3	..	..	..	..	..	..	..	..	108
9	35	51	27	15	1	..	..	..	..	..	..	..	129
10	14	24	30	18	7	4	1	..	..	..	..	..	98
11	11	17	25	29	10	12	..	..	..	..	..	..	104
12	6	11	20	20	12	28	7	1	1	..	..	..	106
13	3	9	17	24	18	33	11	3	1	..	..	..	119
14	..	4	6	14	8	26	14	7	2	..	..	..	81
15	..	..	..	4	8	23	17	3	1	1	..	..	57
16	1	..	..	4	10	6	8	8	6	4	..	..	47
17	..	..	..	..	2	2	5	5	3	3	5	..	25
18	..	..	..	..	..	..	..	..	2	1	4	..	7
19	..	..	..	..	..	..	..	1	2	..	5	..	8
20	..	..	..	..	..	..	..	..	..	..	..	..	..
21	..	..	..	..	..	..	..	..	..	..	1	..	1
22	..	..	..	..	..	..	..	..	..	..	..	..	..
T'tls	298	162	142	132	76	134	63	28	18	9	15	..	1,077

I have again compared the contents and requirements of our course of study with those of some of the best schools of the country, and I find that they all practically cover the same kind and amount of work and that normal children under normal conditions compass the various courses in the allotted time; under specially favorable conditions it is done by many children in less time. Retardation or falling behind normal standards must be looked for in some other cause or causes. These were found to be irregular attendance, unhygienic living, malnutrition, physical defects of various kinds, and persistent sequelae of several diseases.

"The aim of these studies," as reported previously, "is through a correct interpretation of individual characteristics and conditions to solve the problem of helping each child into the best possible relation to the educational forces and instrumentalities at our command to the end that he may not be hindered by any convention, tradition, prescription, group, or class standard; in other words, to utilize all his usable energy without waste." We have only made a beginning in this work, but the effort has been rewarded by remarkable transformations in some cases and with most encouraging improvement in many others. Under the betterment of conditions in the schools, and the change of certain inflexible methods of procedure, we are sure that still greater gains can be made. Our teachers are becoming more skilful, sympathetic, and helpful in the management of backward children, but specialization in a school of forty or more pupils is a burden too great for the grade teacher to bear. The best work under our class conditions is impossible. Special individual teaching is much needed and it is earnestly hoped that the enlightened intelligence of this city will soon furnish the means for supplying this need. For economic and humanitarian reasons this specific need should be met quickly.

THE LIBRARY AND THE SCHOOLS.

We were greatly aided during the year by the Institute Free Library. Soon after the opening of the term the usual sets of books, with changes and additions, were sent to each school for class-room or supplementary use as might be thought best. Children were taught to look to these books for instruction and

pleasure. They are not only taught to read but *how* to read and *what* to read. This is one of the most important functions of the school as it establishes a great life habit. The class-room, through the teacher's influence thus becomes the door to the library.

In addition to furnishing class room libraries the Library has rendered another very important service in sending Mrs. O'Byrne, the Children's Librarian, to talk with the teachers and the children on books and reading, how to find information in books, the kind of books to read, the books that help in getting lessons, what books may be had at the Library, etc. These talks were sort of confidential conferences and did much to stimulate the systematic use of the library. By its use the work in history, geography, and language has been broadened and made more interesting.

TEACHERS' INSTITUTE.

Our Annual Teachers' Institute was held in November. Dr. T. C. McFarlane, of Brockport, N. Y., gave instruction on the elements of geographic science and how to approach its study. Dr. Preston W. Search, of Columbus, O., discussed the conditions, methods and results of "The Ideal School" in a most masterly manner. Dr. Lightner Witmer, of the University of Pennsylvania, gave a most instructive illustrated lecture to parents and teachers on the "Causes of Mental Retardation in School Children." This lecture very greatly enlarged the view point of our teachers, gave them a new insight into the magnitude of the problem, and courage to continue the work of ameliorating the condition of the retarded children in our schools. The lecture was largely attended by parents, and their interest was shown by subsequent co-operation in our work.

TEACHERS' SALARIES.

Since 1902 an increase of more than \$20,000 in the aggregate has been made to teachers' salaries, but most of our teachers are still underpaid when the cost of living, etc. and the quality of service rendered are considered. Many of our teachers have the highest educational qualifications, are thoroughly imbued with the spirit and importance of their work, and are constantly studying improved methods.

During the summer vacation a goodly number of our teachers attended Summer Schools at Ypsilanti State Normal School, Cheney Institute, Columbia University, Pennsylvania University, Cornell University, Drexel Institute and Pratt Institute, for the purpose of putting themselves in touch with the latest and best educational thought and practice in order that the children committed to their hands may attain the fullest development of their possibilities, and that the community may have righteous, pure minded, industrious members and the state patriotic citizens. This preparation is made at the sacrifice of time and money in the hope that our city may keep abreast of everything that means greater progress for the children. This is no ordinary service; it is a service of the highest type and should be remunerated accordingly. The teachers are worthy, the city is well able to compensate them adequately and it must do so quickly if the present standard of excellence is to be maintained. The Board has from time to time increased salaries as the means at its command would permit and is at the present time in thorough accord with our teachers in their demand for a fuller recognition of their rights. It now remains for the citizens to come forward and demand larger appropriations for this specific purpose.

SCHOOL EXHIBITS.

An exhibition of sewing, art and constructive work from the first primary grades to the advanced classes in the several buildings was made during the early days of June. It included samples of all kinds of sewing taught in the schools, regular class work in all of the branches, free-hand drawings, brush and color work, and studies in the arts and crafts. The exhibition illustrated, in a measure, the children's appreciation of high ideals even if but imperfectly realized, as well as their growing appreciation of nature and color; the ability to represent in color, objects and living forms and their power to design and make various objects of use and ornament involving the principles of good form and color; such as paper packets, wall pockets, waste-baskets, gifts, booklets, bookmarks, programs, etc., all of which in an elementary way, showed an increasing knowledge of applied design for practical uses.

These exhibits were visited by more than three thousand parents and patrons, all of whom expressed both pleasure and surprise in the excellence of the work. In this connection it should be understood that all of the exhibits were composed entirely of regular class work; nothing having been prepared expressly for exhibition.

EVENING SCHOOLS.

Evening Schools were opened in Schools No. 8, No. 10, No. 12 and No. 13, for white pupils, and in Odd Fellows' Temple for colored pupils. These schools were in charge of forty-one teachers, and were in session sixty-six nights. The total enrollment was 782, with an average attendance of 496.

Because of the attendance of non-English speaking pupils, and the great difference in age and attainments of English speaking pupils, the schools were conducted largely upon the plan of individual instruction. This plan provided for the peculiar needs and powers of each individual, and for progress in studies unconditioned by class attendance or conventional standards. Some most excellent work was done in these schools but the results were not what they would have been, had the attendance been more regular. The attendance of many of the boys was not from a desire to know, to improve or to prepare for larger spheres of usefulness or for the better appreciation of life and its possibilities, but rather to comply in the most limited sense with the requirements of the child-labor law, in order to secure employment in some industrial establishment. In order to secure the results contemplated by the Act of the General Assembly, there must be a stricter application of this law by the Factory Inspector. In no other way can the interests of the children be safeguarded and the benefits of the provision made by the Board of Education be secured.

RECOMMENDATIONS.

Your attention is again called to the urgent necessity for medical and sanitary inspection of the schools. The best educational policy is intimately related to good business policy. When

the loss entailed by sickness is estimated, the danger from disease is taken into account, and the evils of unsanitary conditions are fully understood, and the future well-being of the school children of today is carefully considered, I am sure that provision for rigid expert medical and sanitary inspection must be regarded as the best possible business economy.

I desire also to call your attention to the necessity for providing a competent, experienced supervisor of drawing and elementary manual training for the primary and grammar schools. In view of the fact that so many of the children never get beyond the lower grades, the necessity for hand training is imperative. The principals and teachers have done much in this direction upon their own initiative, and deserve all credit for what has been accomplished, but in a sense it lacks unity of purpose and development. A competent director of art work would give new impulse and new interest and new importance to this most valuable phase of elementary education.

As soon as the financial condition of the Board will permit, the old, worn out, and unhygienic seats and desks in a number of the older schools should, in the interest of the health of the children, be replaced by modern ones; and in a few schools the seats should be so changed that children need not sit facing direct light.

Our school plants, in my judgment, should be utilized for vacation schools in which many children might find healthful and profitable employment for their activities, and thus be kept from swarming into the streets and coming into contact with demoralizing influences. The vacation school is no longer an experiment; wherever organized it has shown its value as an educational, social and civic force helpful alike to the home and the community. As soon as possible several such schools should be organized in this city.

CONCLUSION.

In closing this report I desire to express my appreciation of the confidence and support of the Board of Education and the hearty assistance and co-operation of the Assistant Superintendent, supervisors, principals and parents and to the teachers for

the fidelity and zeal with which the work of the year was discharged, for to them is due, more than to any one else, the excellence of our schools. I also wish to acknowledge my indebtedness to the Press of the city for the generous share of space given to reports of school work and general educational activities.

Respectfully submitted,

GEO. W. TWITMYER,

Superintendent.

Superintendent's Office,
September 1, 1906.

REPORT OF ASSISTANT SUPERINTENDENT.

WILMINGTON, DELAWARE, JULY 1, 1906.

Dr. George W. Twitmyer, Superintendent of Public Schools.

MY DEAR SIR: I have the honor to submit my report for the year ending June 30, 1906.

One of the encouraging features of the work during the past year is the great improvement in the kind of "seat work" given to the youngest children. Teachers are more particular than ever before about having the children occupied in pleasant and useful ways. The work has been adapted to the pupils and I am glad to report that I have seen very little work assigned which it is not reasonable to expect the children to do. Teachers with a real interest in their work find ways to arouse the interest of their pupils and to keep them busy and happy.

I would again express my appreciation of the improvement in reading in most of the primary grades. This has been brought about in two ways, first, by better teaching, second, by a greater abundance of reading material. The books from the Institute Library sent to the schools have been read and enjoyed by many children. The educational committee of the New-Century Club very kindly subscribed for three children's magazines to be sent from school to school. Already pupils in nine schools have had the privilege of reading them and they are to be sent to other schools in the fall.

Slow and dull children are getting more and more sympathy. Our really good teachers do not blame the children for all the difficulties which arise in the school room, but recognize their own deficiencies, and are trying conscientiously to prepare themselves to deal wisely with those whom we classify as "stupid, slow and dull."

While most of our teachers are doing good work there are some who have mistaken their calling. It has been said, and truly, that the most brilliant high school pupil may be unable to hold a school or even a dozen children. A teacher who gives time, effort and money to prepare herself for her work and then fails

is deserving of our pity, but if she has really tried and not succeeded there is no disgrace attached to her failure. The following which I quote from the report of a prominent superintendent seems to me to be pertinent to all such cases:

"If the teacher has struggled conscientiously but the struggle has proved futile, then without loss of self respect she should go out bravely to other work. To continue in the school when it was a mistake to have entered it at first, till ambition dies, ideals are lost, and one is gradually lowered to the plane of self-satisfied complacency, is an unspeakable wrong to the children, and the re-appointment of such a teacher year after year is a flagrant act of injustice to the community. Many young women worthy in every other respect cannot teach school".

During the last month I have had many opportunities to speak with the mothers of our younger pupils. So many of them have said "Oh, what shall we do with our children during the long vacation?" that I feel the time has come when Wilmington should follow in the footsteps of other cities and organize vacation schools for the children whose parents are too busy providing for the necessities of life to give them proper attention. Many children have said to their teachers they would be sorry when school closed as they "had nothing to do".

The public play ground movement in Washington, D. C., began in a back yard of Neighborhood House, at 456 N Street N. W. A few swings, flying rings, slides, see-saws, sand bins etc., were sufficient to keep idle children out of mischief and to provide healthful recreation for them. A Public Playgrounds Association was organized and in the summer of 1903, the first public playgrounds were operated. This movement met with such marked success that President Roosevelt wrote a letter to the general secretary congratulating the association upon its good work. The Board of Education gave cordial co-operation and allowed the use of the yards of school buildings. These schools do not compel attendance but children are glad to come. In an article in the June number of "Education", I find the following: "For discipline", said one of the teachers, "there is no necessity. The interest of the work is the discipline." Where these vacation schools are in operation the police say one-third less arrests have been made. The claim is also made that these schools help the work of the regular schools and the teachers report that they

find the pupils more alert when they return in the fall. Such schools have been conducted in our neighboring city of Philadelphia and all reports from them are encouraging. Some such movement in Wilmington might be inaugurated with good results.

In the resignation of Miss Mary A. Guthrie, as principal of School No. 6, we have met with a distinct loss. Miss Guthrie's long and faithful service has been a benefit to the children of that neighborhood. No trouble was too great when it was for the sake of the children, and her helpfulness to her teachers, her courteous treatment of parents and officials, her loyalty to the administration and her never failing interest in everything connected with the cause of education will make her going out from among us something to be regretted by all connected with the schools.

The Primary Teachers' Association has had a very successful year. Below is a list of the lectures given, two of them being free to the public.

Dr. Lightner Witmer, "The Mind's eye".

Mrs. Kate W. McCluskey, "Bonaventure".

Miss Mary Jeffers, A. M., "Holland".

Dr. S. C. Schmucker, "The real purpose of nature study".

Dr. Frank M. McMurry, "Teaching children how to study".

Dr. Henry T. Southwick, "The rivals".

Mr. Henry Turner Bailey, "Self-activity of teachers".

Miss Marie L. Shedlock, "Educational value of fairy tales".

Dr. William Temple, "Ancient Rome".

In conclusion, I wish to express my appreciation of your help and sympathy.

Respectfully submitted,

MARY C. I. WILLIAMS,

Assistant Superintendent.

REPORT OF THE HIGH SCHOOL.

WILMINGTON, DEL., JUNE 30, 1906.

Dr. George W. Twitmyer, Superintendent of Public Schools:

DEAR SIR: I have the honor to submit the following report of the Wilmington High School for the year ending June 30, 1906.

NUMBER AND ATTENDANCE.

Number of pupils re-admitted from previous year, . .	621
Number admitted in September from the Grammar Schools,	166
Number admitted in February from the Grammar Schools,	166
Number of withdrawals,	235
Number at the close of the year,	633
Whole number enrolled (boys 392 and girls 478) . . .	870
Average number belonging,	610.7
Average attendance,	590.7
Percentage of attendance,	96.4

The total enrollment of the grammar school department during the year was 407, of which number 101 were transferred to the high school at the beginning of February. The number and attendance in the fifth and sixth grammar grades were as follows:

Total number enrolled,	407
Number of withdrawals,	89
Average number belonging,	224.3
Average attendance,	219.8
Percentage of attendance,	95.7

The number of pupils enrolled during the year was 1277 distributed among the various classes as follows:

A Senior Class,	26
B Senior Class,	38
C Senior Class,	66
A Middle Class,	75
B Middle Class,	101
A Junior Class,	123
B Junior Class,	184
C Junior Class,	257
Grammar Grades,	407

The number in the High School, having outgrown the seating capacity of the school, it became necessary to transfer the pupils of the fifth grammar grade to the other schools of the city, which was accordingly done at the beginning of the February term. The number of pupils thus transferred was twenty-five.

STATISTICS OF ATTENDANCE.

The attendance, as exhibited by our monthly averages, during the year has been as follows:

MONTHS.	Total Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.
September,	681	658.3	640.1	97.5
October,	657	632.7	611.2	96.7
November,	632	616.4	593.7	96.6
December,	615	603.0	579.2	96.1
January,	608	590.1	569.9	96.7
February,	773	738.5	704.9	95.8
March,	752	719.6	679.3	95.1
April,	720	697.1	665.4	95.4
May,	695	763.9	635.7	96.3
June,	658	644.7	620.9	87.6

NUMBER OF GRADUATES.

1875-'88,	304
1888-'06,	1,087
Total number,	1,391

The Annual Commencement Exercises of the High School were held in the Auditorium, June 27, 1906 at 8 o'clock. The class numbered forty-four, thirteen boys and thirty-one girls.

The decrease in the number of graduates was due to the changes in the course of study. A large number of pupils who had completed the three years' course, elected to remain an additional year to complete a more extended course which had been lately adopted to advance the standing and increase the advantages of the school. The following was the programme:

PROGRAMME.

OVERTURE. "Martha" *Flotow*

HIGH SCHOOL ORCHESTRA.

PRAYER. REV. A. S. MOWBRAY.

WALTZ. "Symphia" *Halzmann*

ESSAY. "The American Parlor"

MINNIE EDGAR.

ORATION. "Dickens as an Educator"

JOHN WILLARD REED.

CHORUS. "Yachting Glee" *Colberson*

ADDRESS.

FRANKLIN S. EDMONDS, Esq.,

Philadelphia.

NOVELETTE. "Dainty Dames" *Black*

ESSAY. "Has Courtesy Declined"

NETTIE BAYNARD.

CHORUS. "Tis Morn" *Geibel*

PRESENTATION OF PRIZES.

FIRST HONOR PRIZES A. H. Berlin, A. M.

MORNING NEWS PRIZES Edgar M. Hoopes, Esq.

ALUMNI PRIZE Roy J. Field, Esq.

ALUMNÆ PRIZE Miss Edith Francis.

BISHOP COLEMAN LATIN PRIZES

Right Rev. Leighton Coleman, S. T. D., LL. D.

BUSINESS SCHOOL PRIZE W. H. Beacom, Esq.

CHORUS. "Rest" *Rubenstein*

CONFERRING DIPLOMAS.

JAMES D. CARTER,

Acting President Board of Public Education.

MARCH. "Flying Arrow" *Halzmann*

BENEDICTION. Right Rev. Leighton Coleman, S. T. D., LL. D.

A new diploma was granted for the first time in thirty-one years. For that length of time the old familiar diploma had been given at each successive commencement until thirteen hundred and forty-seven graduates of the school had been thus honored. The reason for changing the form of diploma was the adoption of different courses of study and it was thought wise and appropriate that the diploma should designate clearly the course which had been pursued.

The following is a list of the graduates and the courses which they completed.

FOUR YEARS' COURSE.

Huldah Houston Ainsworth,	Mayme Dorothy Sasse,
Nettie Baynard,	Lydia Irene Scott,
Jennie Marie Black,	Helen May Sincock,
Anna Townsend Black,	Viola Lair Starr,
Marie Veronica Bolen,	Mary Matilda Sullivan,
Edna Emma Carpenter,	Mary Agnes Tomany,
Bessie Erskine Cloud,	Albert Edward Pleasonton Berry,
Minnie Edgar,	Robert Salisbury Greaves,
Helen Hunt Henkel,	Ralph Frederick Hoff,
Eleanor C. Elizabeth Hertel,	Henry Merrill Lynch,
Pearl Marion Hough,	Joseph Francis McGaugh,
Agnes Marie Lynch,	George Washington Plumline,
Mayme M. Merritt,	Raymond Walter Plumley,
Theresa Veronica McHugh,	John Willard Reed.

THREE YEARS' COURSE.

Helen Christine Sophia Alsentzer,	Mary Agnes Scott,
Helen Luca File,	Edna Mae Taggart,
Nan Regina Harkins,	Elinor Trumbower,
Lenna McCoy Morrison,	Matthias Finger,
Rose A. Carmelite O'Neill,	Alpheus Quinley Mowbray,
Florence Ella Porter,	William Bennett Ratledge,
Edith Emma Raskob,	William Ralph Whitehead,
Alice Elizabeth Riley,	William Henry Work.

The winners of the various prizes were:

The First Honor Prizes, Minnie Edgar and Ralph Frederick Hoff.

The Morning News Prizes, Lenna McCoy Morrison and Robert Salisbury Greaves.

The Alumni Prize, English, John Willard Reed.

The Alumnae Prize, English, Theresa Veronica McHugh.

The Bishop Coleman Latin Prizes, Mayme Dorothy Sasse, and Matthias Finger.

The Wilmington Business School Prize, for high standing in Bookkeeping, Florence Ella Porter.

The regular work of the school has been gradually adjusting itself to the conditions imposed by the new courses of study. These have been instrumental in bringing about a higher standard of scholarship by giving greater flexibility and meeting in a larger measure the individual need of the pupil; but the school can never do its best work until there is a large decrease in the number of pupils falling by the wayside for one reason or another.

This fatality is too great in the first year of the school and it is deplorable that so many boys and girls of good ability should withdraw during this early period in their high school course before they can receive the training and discipline so desirable before entering life's duties. It is a source of regret to see pupils slighting the excellent opportunities for mental training afforded them by the city. A number of reasons have been assigned for this serious condition of affairs by an educational committee investigating this phase of school life. Among these causes a number of them are particularly pertinent in our case. Affiliations unfortunately formed outside of the school is, in my judgment, a very large factor in the withdrawal of pupils from our school. Their companions do not go to school, why should they? Again, disinclination for the intellectual and preference for physical activity has considerable influence. Many positions in our manufacturing establishments are open to the bright and willing; but I fear that this is not the determining factor in very many cases since a majority of pupils leaving, accept positions which do not promise advancement and increased remuneration. They, however, supply a certain amount of pocket money and eliminate the restraint of the school with its irksome tasks. It is only later in life that the fact dawns upon them that the economic condition of the times render intellectual training and culture almost a necessity.

The principal reason, however, seems to me to be the distaste for study caused by the heavy demands made upon the pupil's time and strength by outside engagements of various kinds which forbid earnest and systematic study. The pupil's strength is

unequal to the requirements of the school and the inevitable result is that he drifts beyond the influence of the schoolroom.

The committee suggests the following as some of the means by which the number of graduates may be greatly increased: keener interest on part of parents in educational matters and a more thorough knowledge on their part of the aims of the high school; more high grade lectures; letters of protest to parents contemplating the withdrawal of a pupil from school; smaller classes; continual emphasis on the value of education; and encouragement of longer courses. These are suggestions worthy of study.

We have arrived at a period in our history when the same room should no longer be used at the same time both for the study of pupils and recitations by others. This is destructive of interest for those who would study and for those who do recite. There are a number of difficulties in the way which, however, are not insurmountable; and we hope at no distant future we may be able to bring about this change in our daily programme.

It would also be of great advantage to the school to have the library restored to its intended use by the assignment of the senior class to other rooms. We need a working library thoroughly equipped with reference books and such other works as will facilitate the study of the various special studies pursued in the school.

The advantages of the fine equipment of our manual training shops are not utilized by the majority of our pupils. It is a source of regret that so few feel a sufficient interest to elect hand work as a part of their course. It has an important educational value and a distinct bearing upon the requirements of accurate and thorough training for life's duties; and should commend itself to the pupils of the school.

The loyalty and helpfulness of the teachers in whatsoever pertains to the work of the school, have my sincere appreciation. Their earnestness, hard work, and success as teachers should receive a higher recognition of their services by a material advance in their remuneration.

In conclusion I wish to express my heartfelt thanks for your many courtesies and for the kindnesses and support of the various committees connected with the school.

Respectfully submitted,

A. H. BERLIN, *Principal.*

REPORT OF THE HOWARD HIGH, GRAMMAR AND PRIMARY SCHOOL.

WILMINGTON, DELAWARE, JUNE 30, 1906.

Dr. George W. Twitmyer, Superintendent of Public Schools:

DEAR SIR: I have the honor to submit to you the report of the Howard High, Grammar and Primary School for the year ending June 30, 1906.

Enrolled during the year Sept. 1905—June 1906 . . .	875
Pupils in High School Department	51
Pupils in Grammar Department	222
Pupils in Primary Department	602
Average Number belonging	691
Average attendance	602
Per cent. of attendance	87
Post Graduates and Normal Pupils	15

The annual Commencement exercises of the High School department were held in the Opera House, June 26. The following programme was given:

PROGRAMME

MARCH. *Orchestra*

INVOCATION.

CHORUS. "Trip, Trip" *Marzials*

ORATION. "College Education for a Boy"

ARTHUR COLUMBUS HAINES.

CHORUS. Lovely Appear (from the Redemption) *Gounod*

ORATION. "College Education for a Girl"

ELIZABETH CARTER.

CHORUS. "How Lovely are the Messengers" *Mendelssohn*

ADDRESS TO THE GRADUATES.

HON. HARRY S. CUMMINGS, Baltimore, Md.

SELECTION. *Orchestra*

Presentation of Prizes Dr. J. N. N. Waring

Principal Colored High and Training School, Baltimore, Md.

SOLO. ELIZABETH CARTER.

CONFERRING DIPLOMAS.

DR. EVAN G. SHORTLIDGE,
President Board Public Education.

CHORUS. "Waltz Song from Faust" *Gounod*

BENEDICTION. REV. J. E. A. JOHNS.

MARCH. *Orchestra*

The graduates from the High School department were:

John Harold Ayers,	Margaret Virginia Postles,
Elizabeth Carter,	Mary Luray Brown,
Arthur Columbus Haines,	Harlan Austin Cuff,
Mary Johnson,	
Robert Harrison Webb,	
Elsie Layton Williams,	

The graduates from the Training School were:

Adelaide Simpson Macey,	Edna Parker,
Celestine Ophelia Perry,	Nellie Robinson,
Blanche Russ,	Mahala Turner.

The Board of Education Prizes were won by Harlan Austin Cuff, Elizabeth Carter, Arthur C. Haines and Margaret Virginia Postles.

The School Prize for woodwork was given to Robert Harrison Webb.

The Mary Hayes Stevens prizes for cooking and sewing were won by Alice Whitten and Etta Roach.

The second of the annual oratorical contests was held on June 18th, and although the weather was most inclement the attendance was excellent, showing that an interest is felt in the work of the school by parents and friends. The first prize, a gold medal, was awarded to Elizabeth Carter; and the second prize, a gold pin, to Helen Forman.

The annual exhibit of work was held on Thursday, June 21st, when, as has been the custom in the past two or three years, the three largest rooms on the third floor were given over to the exhibit of the work of the Grammar and High School departments, while the twelve rooms of the primary school were thrown open for inspection of their work. The exhibit of dressmaking and sewing showed that much stress had been laid during the year upon plain sewing, good drafting and careful workmanship. In the work in sewing of the lower grades, the

neatness of the stitches, the hand-work, the darning and mending were favorably commented upon. The exhibit of basketry and chair caning was an improvement upon that of the past year. In the woodwork department much emphasis was laid upon the making of useful and needful articles of furniture that were well designed and well executed. The drawing exhibit showed that the principles and application of applied design had been emphasized throughout the year's course.

The Senior Class reception to their parents and friends was held Friday, June 22nd. The attendance was perhaps larger than in any previous year, and the interest with which the class exercises were followed showed an increasing love for the school by its friends. The Senior class on this occasion presented to the school two panels, reproductions of parts of the inner frieze of the Parthenon.

The annual address to the graduating class was given at Ezion M. E. Church on Sunday, June 24, by the Rev. J. H. Nutter.

The teachers in our school have felt throughout the year that the spirit of the children in school and their attitude towards their work is an improvement upon previous years. There is shown an interest in study and a desire to conform to the standards of scholarship and deportment as erected by the instructors. In cases where pupils through neglect of duty or because of poor attendance were compelled to lose their grades the general sentiment in the school was that justice was done, and that each pupil must feel himself obliged to maintain the standard of efficiency.

It is to be regretted that so many pupils find themselves compelled to leave school at an early age in order to become wage earners. If in some way our pupils could be brought to realize the importance of a high school training, and be compelled to remain in school in the lower grades until the desire for more education would awaken in them, the results would make for better citizenship and increased power among the men and women of the future. The need is very great for a compulsory educational law among the pupils in our school.

For the past two or three years there has been a growing interest in athletics in the school. With the formation of various kinds of athletic teams there has been noticeable a stronger desire on the part of the boys to conform to the standard of

scholarship, and an increased love for their school. With sound minds in sound bodies and a proper sense of the proportion of work and play, there must be better results in studies, and a higher standard of living set for all pupils. The importance of bodily as well as mental training cannot be underestimated, and physical training throughout the lower grades, with some provision for gymnasium work among the older pupils is one of the vital needs of the school.

During the year there has been a marked spirit of loyalty among the teachers and determined efforts on the part of all to increase the power of the school, to raise the standard of excellence and to imbue the pupils with right standards of living and of working. I cannot too strongly express my feeling of gratitude towards the entire corps of teachers for their loyalty, patience and excellence of effort. In that almost every one has during the year added to his or her sum of knowledge by study in summer schools, attendance at Saturday courses, and by systematic reading and study, I feel that all are attempting to solve the problem of right teaching by widening their own horizons before attempting to expand that of their pupils.

I wish also to thank our superintendent, assistant superintendent and supervisor of music for their helpful and careful assistance in all the work during the year; also to express to the members of the Board and to our own committee gratitude for their courtesy and kindness in all matters pertaining to the management of the school.

Respectfully submitted,

EDWINA B. KRUSE,

Principal.

REPORT OF TRAINING SCHOOL.

WILMINGTON, DELAWARE, JUNE 27, 1906.

Dr. George W. Twitmyer, Superintendent of Public Schools.

DEAR SIR: I have the pleasure of submitting to you the annual report of the Teachers' Training School.

The school opened in September last, with an enrollment of twenty-eight pupils. The first six months as has been the custom in the past, was spent in the Theory Department, and in observing the work in the Practice School. Outlines of these observations were made by the pupils, and after a careful examination by the teacher of pedagogy they were returned with such explanations as were necessary to make all points clearly understood. From February to June a regular program of teaching was made each week, and the pupil teachers were given every opportunity to do the work of the teacher, under direct supervision.

All the work of a Training School is unique and means more than teaching a subject. It means that a subject may be so presented to the pupils that the great principle of the self-unfolding mind may not be overlooked. It means the teaching of subjects so that they in turn may be taught, therefore it is necessary that every step of the way be marked by definite views regarding the true aim of education.

The teachers have endeavored to bring before those in training the best which they have gathered through experience and labor. On the other hand the pupil teachers have, as a class, cheerfully responded, and have tried in an honest, earnest way to gain much through these practical demonstrations of methods.

The work in the Theory Department has been faithfully done with the desire to acquaint the students with the facts and principles of education, and to help them to be interested in research along professional lines, and especially in the study of the child. Modern demands now require that you teach more than the three R's, that you must teach the child of the world about him, and the laws and thoughts of that world.

The course in literature given by our Superintendent to the teachers and pupils of the Training School has been most helpful.

The careful instruction and thoughtful guidance have indeed aided in the growth of the teachers individually and collectively. We all join in sincere thanks to you for this instruction. Miss Williams has been with us as often as she could spare the time giving both encouragement and assistance.

On the evening of May eleventh the patrons and friends of the school were invited to a social meeting. The pupil teachers rendered a most excellent program, which was followed by an Address by Dr. Francis H. Green, of the West Chester Normal School. This address filled with rich thought and valuable suggestions will long be remembered by all who were present. An exhibition of the children's work was highly appreciated.

The Class Day Exercises were held in June and diplomas were awarded to twenty-seven young ladies.

The Chairman of our Committee has sought in every way to promote the welfare of the school. To him we extend our sincere thanks.

To you, our Superintendent, we are indeed grateful for your support and sympathy in every department of our work.

Respectfully submitted,

CLARA MENDENHALL,

Principal.

REPORT OF SUPERVISOR OF SEWING.

WILMINGTON, DELAWARE, JUNE, 1906.

Dr. George W. Twitmyer, Superintendent of Public Schools:

DEAR SIR: I have the pleasure to submit my annual report of the Sewing Department for the school year ending June, 1906.

The course in sewing as planned for the grammar grades, since the introduction of sewing into the primary grades, has been worked out satisfactorily as far as the third grammar grade. At the beginning of next term the fourth grammar grade will take up cutting from a pattern, machine stitching and the completion of garments. The work in the grammar grades has been broadened by the arrangement of the course in the primary grades.

At the beginning of the year a review of the preceding term's work is required. Pupils are expected to be well grounded in the work of the previous grade before taking up advanced work.

Meetings of the sewing teachers are held each month and afford a most satisfactory opportunity for consultation.

The sewing was brought prominently before the public at the exhibitions held in June, 1906. A greater and growing interest is being manifested in this department by the parents of the pupils and the public in general. Enthusiastic visitors viewed the display of work and passed favorable comment upon what they witnessed.

For the benefit of those who were unable to attend any of the twenty-three exhibits that were held during the early part of June, there were specimens of the sewing of all grades displayed in the exhibition held June 22, 1906, in the High School. It embraced charts of mounted work showing the successive steps of each grade from the fourth year in school to the eighth year. The tables were covered with full size garments made by the pupils in which the instruction received had been practically applied. Too much cannot be said about the display of sewing as the crowd that constantly surged around the tables gave evidence that the work was of a superior order.

My associates in this department have striven for the best results in the several lines of work and have never faltered when hard and earnest effort was necessary to carry out our plans.

Over four thousand completed garments are each year returned to the homes ready for use.

We desire to express our appreciation of the courtesy and help which we have at all times received from the principals and teachers of our schools. The year has been a successful year of pleasant hard work.

In closing I wish to express my appreciation of the support given me during the year.

Very respectfully,

JOANNA du P. McLAUGHLIN,

Supervisor of Sewing.

REPORT OF THE SUPERVISOR OF MUSIC.

WILMINGTON, DELAWARE, JUNE 29, 1906.

Dr. George W. Twitmyer, Superintendent of Public Schools.

DEAR SIR: I have the pleasure to submit to you my annual report of the Music Department of the Public Schools of this city.

As interest in a study is the essential element in its success, it has been a source of gratification to me to see the increasing interest in our music year after year both by teachers and scholars.

During the past year our work has been very materially aided by the introduction of the Weaver "Individual sight-singing method" and it is remarkable how our boys and girls have developed along this line.

During the year we have had a number of pleasing programs besides our commencements the latter being particularly good, and in January seventy-five of the high school pupils rendered a cantata very successfully.

The training classes at schools No. 9 and No. 16 have received weekly lessons in "Methods of musical instruction" and the pupil teachers have given some very interesting lessons to the different grades. At school No. 16 they have taken entire charge of the music in the first and second grammar grades and have done excellent work. I have given a period of one hour each week at Schools No. 16 and No. 9, five periods at the high school, and during the year, as usual, have visited and taught a number of times in every room.

Thanking you for your kindly consideration and help. I am,

Respectfully yours,

JOSEPHINE FLETCHER,

Supervisor of Music.

VISITING COMMITTEES AND TEACHERS.

SEPTEMBER, 1906.

WILMINGTON HIGH SCHOOL.

Delaware Avenue and Monroe street.

Committee—JAMES D. CARTER, JOHN PALMER, M. D., WILLIAM J. BURTON.

A. H. BERLIN, Principal.

LAURA J. BANKS, Secretary to Principal.

ELIZABETH D. HOOPES,	ANNIE RAUDNITZKY,
SALLIE HARE,	MARY J. BALLANCE,
MARY L. LACKLEN,	GRACE H. SAYERS,
WINTON J. WHITE,	ELISABETH CARLISLE,
W. H. H. WHITE,	NELLIE L. SAWIN,
ALICE MERCER,	NORA STUART,
MARY J. WHEELER,	B. VIOLA PROUSE,
ELIZA A. CRAIG,	PETRICA EASLEY,
SARA L. TOMLINSON,	JAMES H. MORGAN, M. D.,
ELLA D. B. SEMPLE,	A. EDWARD RHODES, Drawing,
FLORENCE RAMO,	JOHN F. ROBINSON, Iron Work,
CATHERINE M. RIDER,	JOHN E. WHITEHEAD, Wood Work,

WILLIAM E. TAYLOR, Forging,

GRAMMAR DEPARTMENT.

ELIZABETH J. PATTON,	MARION S. CROZIER,
EMMA BECK,	LENA M. DILLIN,
SUSAN E. COOK,	BERTHA LICHTENSTEIN,

ANNA T. LINCOLN.

Engineer—MARINE W. THOMAS.

ARTHUR H. GRIMSHAW GRAMMAR SCHOOL OR NO. 1.

French street above Fifth street.

Committee—WILLIAM J. MCKINNEY.

MATILDA L. SAYERS, Principal.

MARY I. MCCAFFERTY,	TILLIE P. GRAHAM,
EMILY DOHERTY,	MARY E. ROACHE,
ADDIE CONNER,	MARY C. MORROW,
MARGARET KELLEY,	ELIZABETH SCHULZ,
AMY L. CLARKE,	HANNA V. BRADLEY,
FLORENCE L. WARREN,	ELIZABETH WEBB PRITCHETT,
ELLEN G. DUFFY,	MARY A. WHITFORD,

NELLIE B. GILLESPIE.

Janitor—WILLIAM H. AINSCOW, 106 Ashton street.

PRIMARY SCHOOL No. 2.

Eleventh and Washington streets.

Committee—ROBERT W. TADMAN.

ANNIE E. C. McCLOSKEY, Principal.

ANNIE A. SHAW,	M. AGNES CHRISTY,
FANNIE G. DOHERTY,	FLORENCE V. DUNN,
MARY A. O'DONNELL,	E. IRENE MORRISON,

Janitor—WILSON WIGGINS, 919 Wilson street.

PRIMARY SCHOOL No. 3.

Jefferson street below Third street.

Committee—JAMES D. CARTER.

A. ADELAIDE SIMPERS, Principal.

HELEN G. WILLIAMS,	GERTRUDE LARISON,
ANNA REYNOLDS,	MABEL VALENTINE,
MATILDA KIERN,	CLARA E. FOLSOM,
ANNIE G. FREDD,	IRENE H. BLAIR.

Janitor—JOHN B. HANSON, 913 Elm street.

DAVID W. HARLAN GRAMMAR SCHOOL OR No. 4.

Washington street below Third street.

Committee—THOMAS O. COOPER, M. D.

FANNY J. BUTLER, Principal.

ELIZABETH J. WOLLASTON,	DELILAH BROWN,
MARY A. H. DOLBOW,	MARY E. MCKELVEY,
MARY B. DENNISON,	MARY A. CONNELLY,
ELIZA A. REGAN,	MARTHA M. SIMMS,
CARRIE J. VINCENT,	ABIGAIL F. WEICH,
MARGARET V. McDONNELL,	ESTHER A. SIMPERS.

Janitor—JAMES MAHARTY, 422 Jefferson street.

WILLIAM S. HILLES PRIMARY SCHOOL OR No. 5.

Walnut street near Twelfth street.

Committee—WILLIAM J. MCKINNEY,

ANNIE E. MAGARITY, Principal.

MARTHA A. HARRIS,	SYBILLA S. FELDMEIER,
JANE S. MORRISON,	CLARA M. ALBERT,
EMILY R. TOULSON,	CHARLOTTE M. McCONNELL,
ANNIE E. FORREST,	LYDIA J. FOSTER.

Janitor—WILLIAM H. CALDWELL, 431 East Eleventh street.

PRIMARY SCHOOL No. 6.**Walnut street above Third street.***Committee*—JOHN C. KERSEY.**BESSIE C. DEVINE, Principal.**

JOANNA T. MATTHEWS,
 CATHERINE A. FULLMER,
 ELLINOR J. DOUGHERTY,

DOROTHY W. MILLARD,
 EDNA E. TALLY,
 BLANCHE ALEXANDER.

Janitor—CHAS. T. NOSTRAND, 202 E. Fifth street.**JOHN H. ADAMS PRIMARY SCHOOL OR No. 7.****Fifth and Pine streets.***Committee*—THOMAS J. SULLIVAN.**ELLEN SAMWORTH, Principal.**

EVA O'BYRNE,
 CLARA NOWELL,
 ELLEN V. BURNS,

EMMA MCINTIRE,
 SUSIE M. CONNELL,
 ETHEL L. NEAVE.

Janitor—SAMUEL GLASCO, 304 Taylor street.**PRIMARY SCHOOL No. 8****Seventh and Spruce streets.***Committee*—WILLIAM J. BURTON.**SALLIE S. PUGH, Principal.**

ANNE C. MCCAFFERTY,
 MARY C. BAUGH,
 MARY E. SAYERS,
 J. MARGARET REUSS.

NELLIE M. SAWIN,
 ALICE E. STOUT,
 FLORENCE MARTINE,

Janitor—MICHAEL T. STERLING, 311 East Tenth street.**SAMUEL WOLLASTON PRIMARY SCHOOL OR No. 9.****Eighth and Wollaston streets.***Committee*—THOMAS O. COOPER, M. D.**CLARA MENDENHALL, Principal.****CARRIE L. COOPER, Teacher of Pedagogy.**

IDA M. LITTLE,
 CLARA E. SULLIVAN,
 MARGARET R. DEVINE,
 LUCILE A. HILDRETH,
 ANNIE V. DIVINEY,
 ALICE MORFORD.

AMANDA G. PALMER,
 ELLA MCINTIRE,
 ETHEL WILSON,
 HELEN D. STOUT,
 KATHERINE Q. STEWART,

Janitor—JOHN B. HANSON, 913 Elm street.

PRIMARY SCHOOL No. 10.

Adams and Elm streets.

Committee—THOMAS F. O'DONNELL.

ANNIE J. BLACK, Principal.

MARJORIE C. GREEN,	LORAINÉ A. LYNCH,
SALLIE B. CONNAWAY,	CORINNE S. EMMONS,
REBECCA E. LITTLE,	ANNA F. MCCLOSKEY,
ELIZABETH C. DIVINEY,	SUSIE W. BRACKIN.

Janitor—JOHN GEORGE WEICH, 1003 South Rodney street.

PRIMARY SCHOOL No. 11.

Ninth and Scott streets.

Committee—HARRY G. BUCKMASTER, M. D.

ALICE L. JACKMAN, Principal.

ESTHER M. STRICKLAND,	HARRIET VANBUREN,
ESTELLE J. FOREMAN,	HELEN E. VANDEVER,
MARY A. SHIELDS.	

Janitor—SAMUEL MCDOWELL, 1725 Delaware avenue.

PRIMARY SCHOOL No. 12.

Twenty-second street near Market street.

Committee—WILLIAM O. BROWN.

AMANDA L. MEDARA, Principal.

MARY H. ELDRIDGE,	MAUD S. GRIER,
ELSIE MCDANIEL,	MABEL F. CLOUGH,
MARTHA B. CRAWFORD,	MABEL BERRY,
GENEVIEVE G. KELLY,	ANNA E. POINT.

Janitor—JAMES SHORTS, 8 East Twenty-third street.

PRIMARY SCHOOL No. 13.

Seventeenth and Union street.

Committee—JOHN PALMER, M. D.

SALLIE C. BYE, Principal.

META KETTLEWOOD,	CHARLOTTE W. ROYAL,
EMILY BAIRD,	ADA M. ROSIN,
LENA L. YATES,	M. JANE HENVIS,
EMMA M. DOUD,	CARRIE FORREST.

Janitor—LEWIS BAILEY, 839 Orange street.

PRIMARY SCHOOL No. 14.

Claymont and Loddell streets.

Committee—HARRY G. BUCKMASTER, M. D.

SALLIE P. EVANS, Principal.

ELLEN M. RITCHIE,	MARTHA C. SHAW,
MABEL E. BAIRD,	KATHERINE T. GORMLEY,
HELEN REYNOLDS,	CORA B. STUART,
KATHERINE M. DOUGHERTY,	CAROLYN H. FISHER.

Janitor—W. H. JONES, 120 Heald street.**PRIMARY SCHOOL No. 15.**

Third and Harrison streets.

Committee—THOMAS F. O'DONNELL.

LIZZIE J. SAYERS, Principal.

MARY MCINTIRE,	ELEANOR M. CONLYN,
R. ELVA VINSINGER,	I. JENNIE CROES,
MARGARET E. HALL,	FLORENCE C. FAHEY,
MARY E. JONES,	ESTHER V. HENVIS.

Janitor—JOHN W. LOWBER, 207 Jefferson street.**HOWARD HIGH, GRAMMAR AND PRIMARY SCHOOL OR No. 16.**

Orange street above Twelfth street.

Committee—SAMUEL H. BAYNARD.

EDWINA B. KRUSE, Principal.

HIGH SCHOOL DEPARTMENT.

MARY DOVER,	ALICE MOORE DUNBAR,
ALICE G. BALDWIN,	ROBERT L. HARRIS,
	LULA ALLAN.

GRAMMAR DEPARTMENT.

MARY N. NICHOLS,	LILIAN M. BYRD,
CAROLINE B. WILLIAMS,	ADALINE BROOKS.

MANUAL TRAINING DEPARTMENT.

JAMES C. HINKSON, Wood Work,	HELEN W. ANDERSON, Cooking and Sewing.
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PRIMARY DEPARTMENT.

MARY E. FAYERWEATHER,	M. LELIA YOUNG,
HELEN HILL,	MARY E. HENRY,
FRANCES SCOTT,	FLORENCE TRUSTY,
SYLVIA CARTY,	HENRIETTA S. GRAY,
JOSEPHINE WESTON,	FANNIE SMALLWOOD,
IDA M. CALDWELL,	GERTRUDE J. HENRY,
BESSIE B. TAYLOR,	M. ANNA SEARS,

EMMA GIBSON.

Janitor—STEPHEN HINSON, 12 West Twelfth street.

JAMES A. GARFIELD SCHOOL OR No. 17.

Sixteenth and Claymont streets.

Committee—HARRY G. BUCKMASTER, M. D.

MARIA C. LONEY, Principal.

ALICE MCINTIRE,

MYRTLE L. MILLER,

ELIZABETH H. MCCLINTOCK,

MARGUERITE J. O'CONNOR,

MARGARET H. FOULK,

IRENE S. HENKEL.

Janitor—JOHN W. KIRBY, 1517 Claymont street.

PRIMARY SCHOOL No. 18

Townsend and B streets.

Committee—JOHN C. KERSEY.

MABEL J. CALDWELL, Principal.

M. IDA LAWS.

Janitor—MARY COAGE, 902 B street.

PRIMARY SCHOOL No. 19.

Oak and Harrison streets.

Committee—THOMAS J. SULLIVAN.

REBECCA E. BROWN, Principal.

MARY R. WEICH,

NELLIE H. WYATT,

SARAH McKEOWN,

CLARA F. DOUGHERTY,

ANNIE C. CROTTY,

ETHEL M. CRAWFORD,

EDITH M. JOHNSON,

NELLIE WALSH.

Janitor—STANISLAUS LIPINSKI, 1110 Maple street.

PRIMARY SCHOOL No. 20.

Tenth and Spruce streets.

Committee—WILLIAM J. BURTON.

EMMA A. STRICKLAND, Principal.

MARY B. MITCHELL,

REBECCA M. SPARKS,

MARY F. CORSON,

ETHEL C. TOPPIN,

CERIDWEN SAMUEL,

BESSIE G. WRIGHT,

CLEMENTINE D. HUSBANDS,

EMILY E. KURTZ.

Janitor—JAMES T. ALEXANDER, 836 Spruce Street.

FREDERICK DOUGLASS PRIMARY SCHOOL OR No. 21.

Fifth and Scott streets.

Committee—JAMES D. CARTER.

JULIA E. JONES, Principal.

SUSAN G. LOWES,

SAMANTHA CHRISTY,

M. ELIZABETH SENEY,

GERTRUDE A. JEFFERSON,

SOPHIE JAMES,

MABEL P. JONES, *Tem. appointment.**Janitor*—GEORGE T. TILGHMAN, 221 Scott street.**PRIMARY SCHOOL No. 22.**

Second street near Washington street.

Committee—THOMAS O. COOPER, M. D.

GENEVA M. LAWRENCE, Principal.

PRIMARY SCHOOL No. 23.

Thirtieth and Madison streets.

Committee—SAMUEL H. BAYNARD.

FLORENCE V. MARLEY, Principal.

EDITH G. FREDERICK,

ALVA M. HOLLEY,

DAISY L. CHAMBERS.

Janitor—SUSAN ZANE, Twenty-ninth and Madison streets.**WASHINGTON GRAMMAR SCHOOL OR No. 24.**

Washington street near Fourteenth street.

Committee—JOHN PALMER, M. D.

SALLIE REID SHAW, Principal.

ELLA M. MARVEL,

ELIZABETH ALRICH,

SUSAN WIER,

MARTHA L. MAGEE,

MINNIE E. HARRIS,

MARGARET J. MURPHY,

ANNA T. BURNS,

FANNIE H. BOGIA,

LIDA W. CLELAND,

KATE C. CANNON,

ELLEN WALKER,

JULIA M. BOULDEN.

REBA B. SMITH,

Janitor—S. H. CHADWICK, 1327 French street.**JOSEPH PYLE PRIMARY SCHOOL OR No. 25.**

Bayard avenue between Third and Fourth streets.

Committee—WILLIAM OSCAR BROWN.

MARY M. BRADY, Principal.

MADGE A. PROVOST,

CATHERINE E. SAMUEL,

BLANCHE MCINTIRE,

CHARLOTTE V. BRADLEY,

MARY A. BRADLEY,

HELEN H. RILE,

Janitor—JOHN W. HOWETT, 218 N. Woodlawn avenue.

MENDINHALL PRIMARY SCHOOL OR No. 26.

Thatcher street, Ninth Ward.

Committee—WILLIAM J. MCKINNEY.

RHODA E. ROBINSON, Acting Principal.

ISABELLA D. ANDERSON, EMMA E. LEWIS,

BLANCHE B. JEFFERSON, Temporary appointment.

Janitor—NELSON R. WALKER, 1508 Heald street.

WILLIAM P. BANCROFT PRIMARY SCHOOL OR No. 27.

Rockford Lane and Park avenue.

Committee—SAMUEL H. BAYNARD.

SALLIE S. DEVINE, Principal.

MARTHA A. ALEXANDER, LOUISE M. RODDY,

GENEVIEVE O'CONNOR, MARY BRACKIN,

Janitor—PERRY G. VANDEGRIFT, 2336 W. Eighteenth street.

WILLARD HALL GRAMMAR AND PRIMARY SCHOOL OR No. 28.

Eighth and Adams streets.

Committee—ROBERT W. TADMAN.

MARY M. TURNER, Principal.

GRAMMAR DEPARTMENT.

MARGARET MILLER,

ALICE C. PALMER,

MARY K. THIELMAN,

ELLA C. CORNELL,

ELLA E. DODD,

GEORGINE F. DOWNING,

MARY C. SEAL,

ELLA M. CURLETT,

ETHEL M. COOPER,

IDA T. WINDISH,

ALVA W. PERRY, Temporary appointment.

PRIMARY DEPARTMENT.

LOUISA FLYNN,

LAURA DEH. GOTWALS,

SOPHIE M. GUNTHER,

MARGARET G. MURRAY,

A. MARY CORNELL,

ELIZABETH CREAMER,

ELIZABETH S. MCDANIEL.

Janitor—HARVEY L. PRETTYMAN, 1014 Kirkwood street.

Assistant Janitor—EMMA LEWIS.

Special Teachers

JOSEPHINE FLETCHER, Supervisor of Music.

JOANNA DUP. McLAUGHLIN, Supervisor of Sewing.

ALICE E. LAWRENCE, Teacher of Sewing.

S. A. MARR, Teacher, of Sewing.

FRANCES R. FORMAN, Teacher of Sewing.

ISABELLE J. CRAWFORD, Teacher of Sewing.

CLARA E. COUNTISS, Teacher of Sewing.

MABELLE L. PRICE, Temporary Teacher of Sewing.

GRADUATES OF THE HIGH SCHOOL.

CLASS OF 1906.

FOUR YEARS' COURSE.

Huldah Houston Ainsworth,	Mayme Dorothy Sasse,
Nettie Baynard,	Lydia Irene Scott,
Jennie Marie Black,	Helen May Sincok,
Anna Townsend Black,	Viola Lair Starr,
Marie Veronica Bolen,	Mary Matilda Sullivan,
Edna Emma Carpenter,	Mary Agnes Tomany,
Bessie Erskine Cloud,	Albert Edward Pleasanton Berry,
Minnie Edgar,	Robert Salisbury Greaves,
Helen Hunt Henkel,	Ralph Frederick Hoff,
Eleanor C. Elizabeth Hertel,	Henry Merrill Lynch,
Pearl Marion Hough,	Joseph Francis McGaugh,
Agnes Marie Lynch,	George Washington Plumline,
Mayme M. Merritt,	Raymond Walter Plumley,
Theresa Veronica McHugh,	John Willard Reed.

THREE YEARS' COURSE.

Helen Christine Sophia Alsentzer,	Mary Agnes Scott,
Helen Luca File,	Edna Mae Taggart,
Nan Regina Harkins,	Elinor Trumbower,
Lenna McCoy Morrison,	Matthias Finger,
Rose A. Carmelite O'Neill,	Alpheus Quinley Mowbray,
Florence Ella Porter,	William Bennett Ratledge,
Edith Emma Raskob,	William Ralph Whitehead,
Alice Elizabeth Riley,	William Henry Work.

GRADUATES OF THE HIGH SCHOOL DEPARTMENT OF SCHOOL No. 16.

CLASS OF 1906.

John Harold Ayers,	Arthur Haines,
Mary Luray Brown,	Mary Johnson,
Elizabeth Carter,	Margaret Virginia Postles,
Harlan Austin Cuff,	Robert Harrison Webb,
	Elsie Williams.

WILMINGTON PUBLIC SCHOOLS.

GRAMMAR SCHOOL, No. 1—MATILDA LEIGHTON SAYERS, *Principal.*

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils enrolled.	Average number of pupils belonging.	Average attendance.	Per Cent. of attendance.	Number admitted to the school who have not been enrolled in any other public school of the city part of the present school year.	Number admitted to the school who have been enrolled in other public schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—resident.	Number belonging at the end of the month—non-resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attendance the whole month.	Number cases of tardiness.	Number of cases of corporal punishment.
September 29, . . .	16	18	565	509	470	92	479	86	0	46	5	0	0	514	0	0	550	36	267	6	0
October 31, . . .	16	22	519	499	458	92	5	0	0	1	25	0	0	492	1	0	550	57	310	20	0
November 30, . . .	16	21	499	486	441	91	5	1	0	3	11	0	0	484	1	0	550	65	302	13	0
December 29, . . .	16	12½	489	477	407	88	2	0	2	0	12	0	0	476	1	0	550	73	239	12	0
January 31, . . .	16	22	486	469	432	92	5	0	4	0	17	0	0	468	1	0	550	81	187	13	0
February 28, . . .	16	17	606	501	460	91	9	121	7	58	17	0	0	531	0	0	550	19	228	9	0
March 30, . . .	16	22	537	517	450	88	2	2	2	4	27	0	0	506	0	0	550	44	167	9	0
April 30, . . .	16	20	511	499	436	82	2	0	3	1	16	0	0	494	0	0	550	56	170	14	0
May 31, . . .	16	18	495	479	424	88	0	0	1	0	22	0	0	472	1	0	550	77	172	9	0
June 29, . . .	16	19	474	452	399	91	0	0	1	0	32	0	0	441	1	0	550	108	148	11	0
		191½		489	438		509	210								0			116		0

WILMINGTON PUBLIC SCHOOLS.

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PRIMARY SCHOOL No. 2—ANNIE E. C. McCLOSKEY, *Principal*.

[illegible]

GRAMMAR SCHOOL No. 4—FANNY J. BUTLER, *Principal*.

[illegible]

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[illegible]

**FOR MONTH
ENDING**

WILMINGTON PUBLIC SCHOOLS.

PRIMARY SCHOOL No. 9—CLARA MENDENHALL, Principal.

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils en- rolled.	Average number of pupils belonging.	Average attendance.	Per cent. of attendance.	Number admitted to the school who have not been enrolled in any other Pub- lic School of the city the present school year.	Number admitted to the school who have been en- rolled in other Public Schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—res- ident.	Number belonging at the end of the month—non- resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attend- ance the whole month.	Number cases of tardiness.	Number of cases of corporal punishment.	
September 29, . . .	*12	17½	449	398	369	92.7	437	12	0	28	8	0	0	0	409	4	0	450	37	203	11	0
October 31, . . .	12	20½	438	422	392	92.2	19	6	0	2	12	0	0	0	420	4	3	450	26	196	18	0
November 30, . . .	12	20½	437	423	388	91.9	9	2	2	2	6	1	0	0	425	3	2	450	22	199	18	0
December 29, . . .	12	12½	433	428	395	93.	4	0	1	0	5	0	0	0	425	3	0	450	22	269	3	0
January 31, . . .	12	22	430	419	353	84.7	2	0	0	2	14	0	0	0	411	3	4	450	36	163	28	0
February 28, . . .	12	16½	445	408	354	86.7	21	5	6	36	2	0	0	0	404	4	0	465	57	170	11	0
March 30, . . .	12	21	420	399	340	85.8	7	5	0	20	15	0	0	0	381	4	0	465	80	140	19	0
April 30, . . .	12	20	398	387	350	90.7	9	3	1	0	12	0	0	0	383	3	0	465	79	195	14	0
May 31, . . .	12	18	389	387	341	90.3	2	1	0	2	15	0	0	0	369	3	0	465	93	179	15	0
June 29, . . .	12	19	373	366	329	90.	0	0	1	0	8	0	0	0	362	3	0	465	100	184	9	0
		187½		404	361		510	34													146	0

*And a teacher of Pedagogy.

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**FOR MONTH
ENDING**

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils en- rolled.	Average number of pupils belonging.	Average attendance.	Per Cent. of attendance.	Number admitted to the school who have not been enrolled in any other Pub- lic School of the city the present school year.	Number admitted to the school who have been en- rolled in other Public Schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—res- ident.	Number belonging at the end of the month—non- resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attend- ance the whole month.	Number cases of tardiness.	Number of cases of corporal punishment.	
	189		308	275	403	33														168	12	
September 29,	9	18	357	322	301	93.5	357	0	0	23	4	0	0	0	0	0	0	384	54	152	4	3
October 31, . . .	9	21	389	327	303	92.6	8	5	1	3	9	0	0	0	0	0	0	384	53	136	18	1
November 30,	9	21	381	322	295	91.7	2	3	1	3	13	1	0	0	0	0	0	384	64	146	12	1
December 29,	9	12½	324	320	281	87.8	3	0	1	0	0	0	0	0	0	0	0	384	62	153	9	0
January 31, . . .	9	22	324	315	262	83.5	2	0	0	0	0	0	0	0	0	0	0	384	70	108	20	1
February 28,	9	17	339	307	267	86.8	20	2	3	18	11	0	0	0	0	0	0	384	74	93	12	1
March 30, . . .	9	21	329	298	261	87.8	4	14	1	22	11	0	0	0	0	0	0	384	88	87	25	2
April 30,	9	20	310	297	269	90.3	7	2	4	6	7	0	0	0	0	0	0	384	88	93	24	2
May 31, . . .	9	17½	303	294	263	89.2	0	5	1	2	8	0	0	0	0	0	0	384	92	110	27	1
June 29, . . .	9	19	234	277	245	88.3	0	2	0	2	13	0	0	0	0	0	0	384	105	114	17	1

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**ONLINE
HUMAN BOA**

[illegible]

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[illegible]

ENDING

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils en- rolled.	Average number of pupils belonging.	Average attendance.	Per Cent. of attendance.	Number admitted to the school who have not been enrolled in any other Pub- lic School of the city the present school year.	Number admitted to the Schools of the city part of rolled in other Public Schools of the city part of the present school year.	48	438
September 29, . . .	9	18	404	359	396	92	396	9		
October 31, . . .	9	22	370	368	340	94	5	1		
November 30, . . .	9	21	372	362	342	94	8	2		
December 29, . . .	9	124	371	368	327	92	3	0		
January 31, . . .	9	22	371	357	308	86	0	2		
February 28, . . .	9	17	363	341	309	91	17	10		
March 30, . . .	9	21	352	335	303	90	2	11		
April 30, . . .	9	20	349	336	308	91	3	12		
May 31, . . .	9	18	339	332	305	91	0	1		
June 29, . . .	9	19	330	326	294	91	0	0		
1904				348	317				48	438

HIGH, GRAMMAR AND PRIMARY SCHOOL, No. 16—EDWINA B. KRUSE, *Principal*.

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils enrolled.	Average number of pupils belonging.	Average attendance.	Per cent. of attendance.	Number admitted to the school who have not been enrolled in any other public school of the city the present school year.	Number admitted to the school who have been enrolled in other public schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—resident.	Number belonging at the end of the month—non-resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attendance the whole month.	Number cases of tardiness.	Number of cases of corporal punishment.
September 29, . . .	*25	174	781	752	692	92.	781	0	0	0	10	0	0	770	1	0	762	0	291	43	0
October 31, . . .	26	22	793	775	996	90.	17	1	3	0	29	0	0	760	3	0	790	27	247	53	0
November 30, . . .	26	21	783	735	649	89.	14	1	10	0	42	0	0	745	1	0	790	44	201	65	0
December 29, . . .	26	13	750	717	627	87.	6	0	0	0	27	0	0	724	1	0	790	65	264	59	0
January 31, . . .	26	22	737	676	563	84.	13	0	0	0	59	0	0	678	1	0	786	107	163	69	0
February 28, . . .	26	17	708	680	589	86.	7	12	12	0	30	0	0	679	1	0	784	114	122	27	0
March 30, . . .	26	22	689	655	543	83.	8	3	9	1	35	0	0	663	1	0	797	133	116	74	0
April 30, . . .	26	20	699	673	584	86.	7	1	30	0	27	0	0	674	1	0	769	94	163	74	0
May 31, . . .	26	18	675	641	537	84.	3	0	0	0	51	0	0	626	1	0	745	118	123	68	0
June 29, . . .	26	18	629	604	518	87.	1	0	8	0	42	1	0	592	1	0	724	131	183	58	0
		190½		691	600		857	18												590	0

*And a teacher of Cooking and Sewing.

**FOR MONTH
ENDING**

[illegible]

PRIMARY SCHOOL No. 14—SALLIE P. EVANS, *Principal*.

[illegible]

WILMINGTON PUBLIC SCHOOLS.

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HIGH, GRAMMAR AND PRIMARY SCHOOL, No. 16—EDWINA B. KRUSE, *Principal*.

FOR MONTH ENDING	1904																			0		
	Number of teachers.	Number of days of school.	Total number of pupils en-rolled.	Average number of pupils belonging.	Average attendance.	Per cent. of attendance.	Number admitted to the school who have not been enrolled in any other Pub-lic School of the city the present school year.	Number admitted to the school who have been en-rolled in other Public Schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—res-ident.	Number belonging at the end of the month—non-resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attend-ance the whole month.		Number cases of tardiness.	Number of cases of corporal punishment.
September 29, . . .	25*	17½	781	752	692	92.	781	0	0	0	10	0	0	770	1	0	0	762	0	291	43	0
October 31, . . .	26	22	793	775	996	90.	17	1	3	0	29	0	0	760	3	0	0	790	27	247	53	0
November 30, . . .	26	21	783	735	649	89.	14	1	10	0	42	0	0	745	1	0	0	790	44	201	65	0
December 29, . . .	26	13	750	717	627	87.	6	0	0	0	27	0	0	724	1	0	0	790	65	284	59	0
January 31, . . .	26	22	737	676	563	84.	13	0	0	0	59	0	0	678	1	0	0	786	107	163	69	0
February 28, . . .	26	17	708	680	589	86.	7	12	12	0	30	0	0	679	1	0	0	794	114	122	27	0
March 30, . . .	26	22	689	655	543	83.	8	3	9	1	35	0	0	663	1	0	0	797	133	116	74	0
April 30, . . .	26	20	699	673	584	86.	7	1	30	0	27	0	0	674	1	0	0	769	94	163	74	0
May 31, . . .	26	18	675	641	537	84.	3	0	0	0	51	0	0	626	1	0	0	745	118	123	68	0
June 29, . . .	26	18	629	604	518	87.	1	0	8	0	42	1	0	592	1	0	0	724	131	183	58	0

*And a teacher of Cooking and Sewing.

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils en- rolled.	Average number of pupils belonging.	Average attendance.	Per Cent. of attendance.	Number admitted to the school who have not been enrolled in any other Pub- lic school of the city the present school year.	Number admitted to the school who have been en- rolled in other Public Schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—res- ident.	Number belonging at the end of the month—non- resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attend- ance the whole month.	Number cases of tardiness.	Number of cases of corporal punishment.	
		191		352	305		449	48													0	
September 29, .	9	18	371	343	321	94.	371	0	0	16	3	0	0	350	2	2	0	384	32	165	3	0
October 31, . .	9	21½	370	352	324	92.	17	0	2	4	13	0	0	352	2	1	0	384	30	141	18	0
November 30, .	9	21	362	352	316	90.	2	3	0	1	7	0	0	350	1	0	0	384	33	146	14	0
December 29, .	9	12½	362	394	316	89.	3	6	2	0	8	0	0	353	1	1	0	384	30	175	2	0
January 31, . .	9	22	363	348	290	83.	7	2	0	3	18	0	0	341	1	0	0	384	42	87	24	0
February 28, .	9	17	383	342	285	84.	23	8	10	25	8	0	0	349	1	1	0	384	34	89	10	0
March 30, . . .	9	22	375	345	293	85.	5	16	4	5	20	0	0	349	1	1	0	384	34	95	5	0
April 30, . . .	9	20	379	360	315	88.	12	9	8	3	13	0	0	362	1	0	0	384	41	121	14	0
May 31, . . .	9	18	379	354	305	86.	9	3	4	10	26	0	0	342	1	1	0	384	21	126	27	0
June 29, . . .	9	19	345	328	287	85.	0	1	6	2	20	0	0	327	1	1	0	384	56	113	14	0

**FOR MONTH
ENDING**

FOR MONTH ENDING	Number of teachers.	Number of days of school.	Total number of pupils en- rolled.	Average number of pupils belonging.	Average attendance.	Per cent. of attendance.	Number admitted to the school who have not been enrolled in any other Pub- lic School of the city the present school year.	Number admitted to the school who have been en- rolled in other Public Schools of the city part of the present school year.	Number re-admitted.	Number transferred to other schools.	Number withdrawn.	Number suspended.	Number expelled.	Number belonging at the end of the month—res- ident.	Number belonging at the end of the month—non- resident.	Number of applicants.	Whole number of seats.	Number of vacant seats at the end of the month.	Number perfect in attend- ance the whole month.	Number cases of tardiness.	Number of cases of corporal punishment.	
	189		129	103			168	15													83	0
September 29, .	4	17½	149	127	114	89.3	143	6	0	16	2	0	0	131	0	0	0	137	6	58	13	0
October 31, . .	4	22	132	128	113	88.	1	0	0	3	1	0	0	128	0	0	0	138	10	57	14	0
November 30, .	4	21	130	127	109	85.	1	1	0	2	2	0	0	126	0	0	0	138	12	49	21	0
December 29, .	4	11	133	132	93	70.3	5	2	0	0	1	0	0	132	0	0	0	142	10	23	5	0
January 31, . .	4	22	133	133	101	74.6	1	0	0	1	0	0	0	132	0	0	7	142	10	36	9	0
February 28, .	4	17	142	125	104	81.	7	3	0	11	4	0	0	123	4	0	0	146	23	28	6	0
March 30, . . .	4	22	132	130	108	83.3	4	0	1	1	4	0	0	123	4	0	0	146	19	36	5	0
April 30, . . .	4	20	138	130	103	79.5	6	3	2	2	5	0	0	129	4	0	0	146	13	34	4	0
May 31,	4	17½	133	129	95	73.	0	0	0	0	5	0	0	125	3	0	0	146	18	42	4	0
June 29,	4	19	128	126	93	73.	0	0	0	0	2	0	0	123	3	0	0	146	20	40	2	0

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	Number of teachers.	Number of days of school.	Total number of pupils enrolled.	Average number of pupils belonging.	Average attendance.	Per Cent. of attendance.	Number admitted to the school who have not been enrolled in any other public schools of the city part of the present school year.	Number admitted to the school who have been enrolled in other public schools of the city part of the present school year.	253	
FOR MONTH ENDING										
September 29, . . .	15	18	670	584	557	95	552	118		
October 31, . . .	15	22	591	577	537	93	2	3		
November 30, . . .	15	21	587	573	529	92	3	2		
December 29, . . .	15	13	578	561	513	91	1	2		
January 31, . . .	15	21 $\frac{1}{2}$	570	554	509	92	3	0		
February 28, . . .	15	17	683	575	530	92	3	0		
March 30, . . .	15	21 $\frac{1}{2}$	589	565	515	91	0	6		
April 30, . . .	15	20	567	552	514	93	1	3		
May 31, . . .	15	18	557	540	492	91	2	1		
June 29, . . .	15	19	535	518	488	94	0	0		
		191		560	518		567		253	

**FOR MONTH
ENDING**

[illegible]

WILMINGTON PUBLIC SCHOOLS.

97

[illegible]

99

[illegible]

**FOR MONTH
ENDING**

SCHOOL CALENDAR.

First Term—From September 4, 1906, to February 1, 1907.

Second Term—From February 4, 1907, to June 26, 1907,

VACATIONS.

From December 25, 1906, to January 2, 1907.

From May 6, 1907, to May 13, 1907.

From June 27, 1907, to September 3, 1907.

HOLIDAYS.

Saturdays, Labor Day, Thanksgiving Day and Friday following,
Lincoln's Birthday, Washington's Birthday, and Memorial
Day.

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